REPORT RESUMES

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BEGINNING ARABIC, A LINGUISTIC APPROACH--FROM CULTIVATED CAIRENE TO FORMAL LITERARY ARABIC.

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WRITTEN FOR THE LINGUISTICALLY-ORIENTED STUDENT, THIS NINE-UNIT TEXT PRESENTS A CAREFULLY STRUCTURED INTRODUCTION TO THE ARABIC LANGUAGE. THE CONTENT MOVES FROM SOUNDS TO LETTERS, FROM SPOKEN PATTERNS TO WRITTEN FORMS, AND FROM FAMILIAR TO FORMAL STYLE. PREFACING THE LESSON UNITS ARE INTRODUCTORY NOTES ON THE ARABIC LANGUAGE AND THE STRUCTURAL AND CULTURAL CONTENT, A LIST OF SYMBOLS AND ABBREVIATIONS, A PHONOLOGICAL CHART, AND A DIAGRAM OF THE SPEECH ORGANS. APPENDED ARE SUPPLEMENTARY PASSAGES FOR COMPREHENSION AND READING PRACTICE, GRAMMATICAL NOTES AND INDEX, AND AN ENGLISH-ARABIC GLOSSARY INDICATING BOTH FORMAL AND COLLOQUIAL FORMS. RELATED TEXT ED 011 110, "WRITING ARABIC," AND PRE-RECORDED TAPES ARE INTENDED FOR USE WITH THIS TEXT. THE EDUCATED DIALECT OF CAIRO WAS SELECTED AS BEING THE MOST REPRESENTATIVE, SOCIALLY ACCEPTABLE, AND UNDERSTANDABLE THROUGHOUT THE ARAB COUNTRIES. (AM)

ED012916

Beginning Arabic

A Linguistic Approach: From Cultivated Cairene to Formal Literary Arabic

by

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Foreword by
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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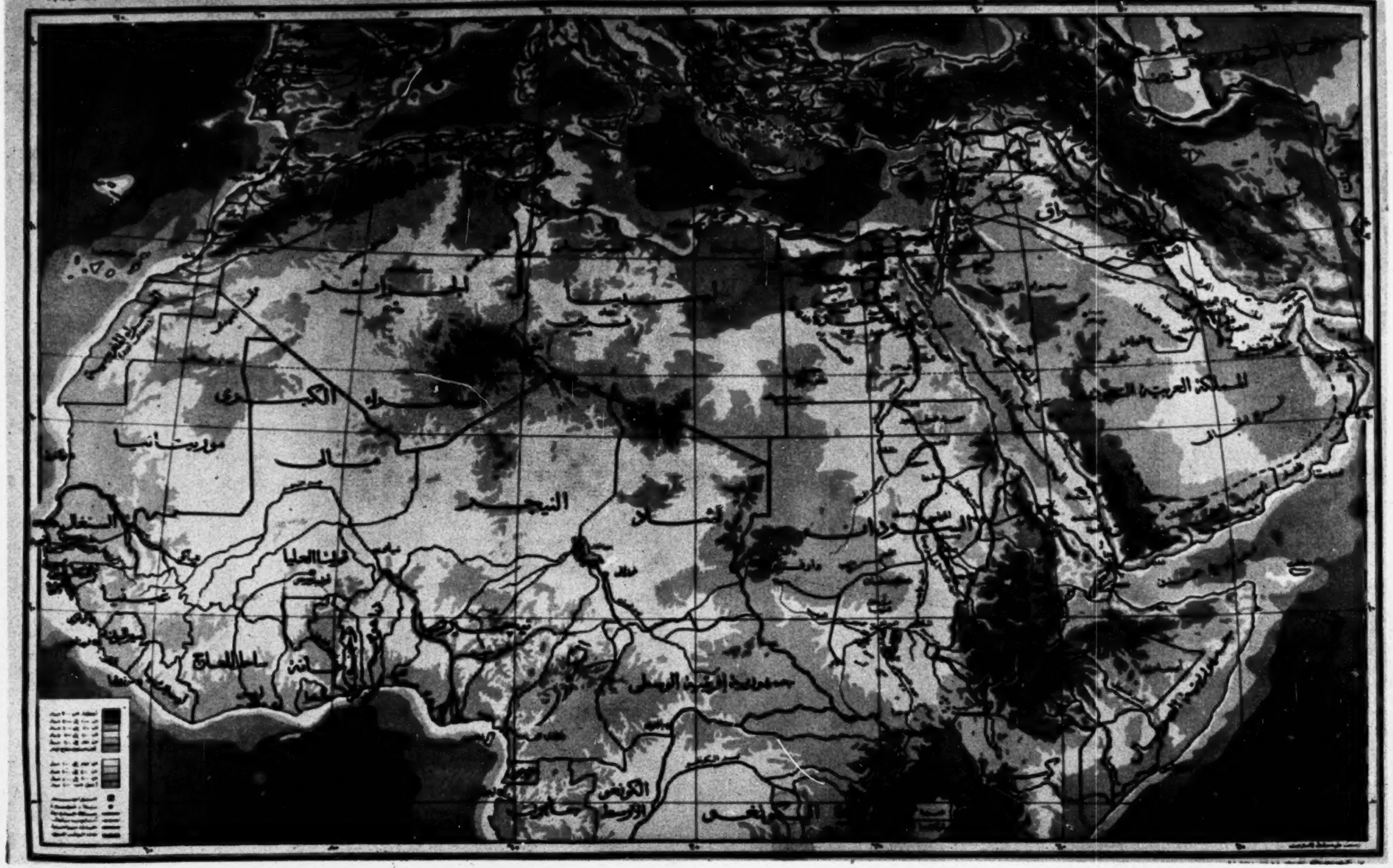
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FOREWORD

The present volume is not just another manual for teaching "Beginning Arabic" to Americans. It is the fruit of joint labours by two scholars whose qualifications will render this a work of unusual value to both teachers and students of the most neglected of the most critically needed of foreign languages. By a happy combination, Dr. Sami Hanna's background in educational methods together with Dr. Naguib Greis's specialized knowledge of the techniques of linguistics, have imparted to this volume rare qualities which will give it a special place on our languages shelf. Realizing the dire need for a perfected manual of this type, we have always been willing at this Middle East Center to extend all our facilities to the authors who, in my opinion, have justified our confidence.

It would be presumptuous to contend that this book will be found impervious to criticism. The road is always open for improvement, and it is hoped that colleagues in other Centers will not hesitate to communicate their views to the authors. In the meantime, readers must be warned about the novel approach here made to the introduction of a candidate to the Arabic language. The problem of literary and colloquial styles is intensified by the multiplicity of Arabic dialects in the far-flung member communities of the Arab commonwealth. The authors have devised their own system of approach from the Cairene colloquial in stages leading to literary Arabic. This special approach has not been extemporized, but rather calculated on the basis of prolonged thought and repeated experimentation. Whether critics will accord this system unanimous or partial support, the authors are entitled to a fair trial on the widest possible basis of the subject matter presented in their book. I am certain that both the high school teacher and the university professor of Arabic will welcome this attempt with a considerable sense of relief.

Aziz S. Atiya
Director, Middle East Center
University of Utah
August, 1966

INTRODUCTION

The Teaching of Arabic as a Living Language

Interest in the teaching of contemporary Arabic in American institutions, though relatively recent, has been steadily growing since the introduction of the Arabic program into the Army Language School in 1947. There is evidence that Arabic studies are being gradually recognized as an important field of study. More than twenty-seven institutions are now offering courses in the culture and civilization of the Middle Eastern countries and in Arabic. During the academic year 1963-1964 Arabic, as one of seven major languages, was supported by the federal government (NDEA) in eight out of thirty-five institutions.[1]

But once the interest in Arabic has been aroused and the need to study it established, the question is where to begin. There is a great diversity of Arabic dialects: Lebanese, Iraqi, Syrian, Algerian, Moroccan, Libyan, Sudanese, Saudi Arabian, Palestinian, and Egyptian. What is more, each of these dialects has a number of distinct sub-dialects. Thus, within the Egyptian dialect, Lower and Upper Egyptian forms of speech can be distinguished. The problem is further complicated by the fact that Arabic writing allows a wide range of different pronunciations.

The present practice in American institutions seems to assume a complete dichotomy of "dialect" and "literary" Arabic; there is no serious attempt to effect a smooth transition from the one to the other. Thus in many colleges two separate courses are offered under the designations "spoken Arabic" and "written Arabic." Such a situation is far from satisfactory, for if the goal in the former course is to enable the student to speak, the effort may be a sheer waste of time on the part of the majority of students who do not have the chance to go to the specific area whose dialect they have been taught. If, on the other hand, the student is to be acquainted with written forms without reference to dialect, he can hardly be said to be learning a living language. Such an approach would be not only unrealistic but also contradictory to the linguistic concept that speech is primary and writing is only its symbolization.

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[1] The Linguistic Reporter, V (October, 1963), p. 5.

An acceptable approach should be both practical and consistent with modern linguistic concepts. At this point it may be helpful, and indeed instructive, to consider what is being done in the teaching of modern foreign languages. The teaching of English is a case in point. It would be inconceivable, for example, to teach English without specific reference to the spoken forms actually used either in the United States or in the United Kingdom. There is no reason why Arabic should not be similarly treated as a living language. It may be argued, however, that the question remains: If we start with the spoken form, which dialect should we choose? The answer to this question can be determined only in the light of the goals to be achieved.

To refer once more to the teaching of English as a foreign language, we find that the situation is pertinent at least as far as the general principles are concerned. Of all the dialectal varieties of British English, the foreign learner usually chooses "Received English," and of all the

American English varieties he usually prefers the "Northern dialect." The choice in both cases is determined by many factors but, above all, by two main criteria, namely, that it is an educated form of speech and that it has significant applicability. In other words, the forms chosen should enable the learner to achieve maximum effective communication in the sense of understanding and being understood by speakers of the target language.

Turning to the situation in Arabic, we realize that the language as a mother tongue is spoken by some ninety million people and as a foreign language is used by more than a hundred million people scattered throughout Africa and Asia. We also realize that since the rise of Arab nationalism there has been an increasing awareness of a common culture and a common language. Thanks to cultural exchange and to the pervasive influence of mass media, the dialectal differences, though they still exist, have not hampered cultural unity and the educated form of speech, particularly that of large cultural centers, tends to be understood even by those who do not speak it. This is precisely why the foreign learner of Arabic should turn to a large cultural center where he can find a medium of communication which may help him understand not only a specific section of the Arab world but also a significant part of Arab culture. In almost every Arab country there is an important cultural center; thus Baghdad, Damascus, and Beirut form the most important cultural centers in Iraq, Syria, and Lebanon respectively.

But by far the largest Arab country is Egypt and the largest Arab center is Cairo.[1] The educated speech of Cairo may therefore be considered particularly significant from the point of view of the English speaker who is looking for a means of communication with a maximum applicability throughout the Arab countries.[1]

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[1] The population of Cairo (1964 estimation) is 3,858,000 and that of the U.A.R. is 28.5 million.

There are also a number of reasons why the English speaker, or indeed any foreign learner, should find Cultivated Cairene Arabic (CCA) the proper dialect with which to start learning Arabic. In a sense CCA provides a relatively smooth transition from the spoken to the literary language especially as used by mass media writers. Moreover, it is the form of language spoken by a socially acceptable group representative not only of Egyptian life but of modern Arab culture as a whole. There is evidence that Cairo plays a leading role in Arabic and Islamic culture, since it possesses, among other things, two great institutions, namely, Cairo University and Al-Azhar; the one is the largest and most advanced in the Arab countries, and the other is the oldest and most influential center throughout the Islamic world. Students from all over the world, but especially from Arab countries, come to Cairo to study for long periods of time. It may also be mentioned that a great number of Egyptian teachers, who are graduates of Cairo institutions, go to teach in other Arab countries. Furthermore, a great number of important cultural Arab events take place in Cairo.[2]

The form of Arabic suggested as a basis for the beginning stage, CCA, is that which is usually heard in the speech of Cairene Egyptians who have had a college education. It is used as informal Arabic by Egyptian mass media and some writers of literary prestige. It may be said to be widely understood throughout Egypt and, to some extent, throughout the majority of the other Arab countries which have come in contact with Egyptian teachers and Egyptian mass media[1] (particularly motion pictures and radio broadcasts). Although it would be inaccurate to describe this form of Arabic as uniquely standard, it may be considered as socially acceptable and statistically significant.

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[1] In 1964 four summit conferences were held in the U.A.R.: two Arab, one African, and one non-aligned.

[2] In June 1965, Arabic teachers representing fourteen American universities agreed during a workshop that if spoken Arabic is to be taught, Cairene Arabic is preferred.

What is suggested here is that one form of beginning Arabic can be practically helpful, if not actually necessary, and that for linguistic as well as cultural considerations, Cultivated Cairene Arabic can be appropriately used as a first step toward understanding contemporary Arabic. Other forms of Arabic may be of value to those who are interested in the study of dialects in general or one particular dialect for individual reasons. But in order to provide smooth transition and continuity in a program for the teaching of Arabic as a living language, CCA may be considered the proper form with which to start.

The relationship between "colloquial" and what is often called "standard" Arabic should be clearly defined. In any language there are cultural levels of usage and functional varieties, and to make effective use of Arabic one has to be aware of these levels and functions. Furthermore, Arabic has not remained static over the centuries. We may therefore distinguish at least three major designations:

1. "Classical Arabic" or "Koranic Arabic" refers specifically to the grammar and usage of the Koran up to the period of the Caliphs.

---

[1] Egyptian television service started in the summer of 1960 and now operates on four channels. Some Egyptian programs are relayed to other Arab countries.

2. "Literary Arabic" or "Contemporary Literary Arabic" refers specifically to Arabic grammar and usage in the twentieth century. Within the category we may emphasize "formal" written Arabic though it would be a gross error to ignore writings including "informal" or spoken Arabic.

3. "Colloquial" or "Spoken Arabic" refers to the form of Arabic used by Arabs in everyday conversation. It should be noted, however, that even uneducated Arabs occasionally use formal and classical patterns in their speech.

Needless to say, these three categories are overlapping and it is the proportion used that determines the type of Arabic. Our contention is that the educated form of speech provides a transition from the spoken to the literary. To illustrate this, we may note that the use of /q/ occurs more often in educated speech. Besides, educated speech is characterized by more "learned" vocabulary and more grammatical distinctions than any other form of spoken Arabic.

While linguistic change is most limited on the syntactical level, it is noticeable on the morphological level and, above all, in the amount of loan words. "Contemporary Formal Arabic" can be easily distinguished from Classical Arabic on the lexical level because of the large number of foreign words contained, particularly French, Italian, and English, e.g. /tilivizyó:n/, /suprá:na/, /vílla/. On the morphological level, Contemporary Arabic tends to make fewer distinctions.

Colloquial, on the other hand, makes even fewer distinctions and incorporates a larger number of foreign terms. On the phonological level, colloquial is characterized by:

1. Use of stress and final pause in place of vowel ending

Examples: kátab "he wrote" instead of kataba

wálad "boy" instead of waladun

2. Use of the front vowel in place of the low vowel

Examples: ?ilwálad, "the boy" in place of ?alwaladu

yíftah, "to open" in place of yaftahu

3. Use of t̸ / s̸ instead of θ

z̸ / d̸ instead of đ

z̲ / d̸̲ instead of d̲

Examples: t̸ánya, "second (in order)" } instead of θa:niya

s̸ánya, "a second (1/60 minute)" }

d̸á:b, "it melted" instead of đa:ba

?íz̸a, "if" instead of ?iđa

z̲áh̲ar̲, "he appeared" instead of d̲ah̲ar̲a

d̸̲áh̲r, "back" instead of d̲ah̲r

4. Use of pharyngealization on a larger scale

Examples: fard, "individual" and f̲ar̲d̲, "duty" in Classical Arabic

f̲ár̲d̲ for both forms in Colloquial Arabic

The present text may thus be used as a first step in learning Arabic whether spoken or written, literary or classical. For those who wish to concentrate on the spoken or colloquial, it may be equally helpful. In either case the assumption is that in learning any language we move from speech to writing or from sound to script. For that reason, phonemic writing is used at first to represent the sounds of Arabic as accurately as possible.

It should be noted that habitual and accurate production of sounds is basic to progress in the beginning stage. Careful attention is therefore paid to segments of minimal contrasts where there is only one significant difference, to stress, and to intonational patterns. The use of the appropriate tape is advisable.[1] Listening naturally comes before speaking and the ability to distinguish significant speech sounds comes before the ability to produce them. These two skills, however, should be simultaneously developed.

Once the student has developed a degree of facility in recognizing and producing basic Arabic sound patterns, he can effectively start Arabic script. The first stage may reasonably take three weeks (covering the first five units) but, of course, it all depends on the amount of time devoted to the study of Arabic.

---

1. The units are provided in recorded form on pre-recorded tapes.

On the Structural and Cultural Content of the Units

Not lomg ago the student used to start his Arabic with such verbs as qatala "kill" and d̲ar̲aba "hit," while in learning Latin he first studied amāre "love." It did not matter what content items were given so long as they illustrated certain grammatical points. To add to the student's difficulties, no attention was paid to the idea of gradation in presenting the sounds, the sentence structure, or the morphological distinctions. The main emphasis was on vocabulary and "frequency lists" which were, in many cases, controversial.

In more recent times writers of Arabic texts have attempted to reduce all varieties to what is designated "Modern Standard Arabic," and in doing so, they have failed to present Arabic as a living form with its cultural levels and functional varieties. The written symbols are given as the only acceptable forms and, as a result, the student finds it difficult, if not impossible, to understand a great deal of the modern Arabic as presented in political speeches, literary writings, and mass media literature. Furthermore, if he ever used the "standard" forms he would be speaking "like a book," which might be desirable but hardly consistent with the principle of usage and linguistic appropriateness.

To achieve mastery of this "standard" Arabic, modern techniques, such as the audio-lingual, are used. But techniques do not render content acceptable. They are meaningful only when they are carefully related to a linguistically and pedagogically sound content.

It is with these criticisms in mind that the present text has been prepared. An attempt is here made to apply basic linguistic and pedagogical criteria to the teaching of Arabic at the beginning stage.

1. The structural content is presented in a graded manner, utilizing the criteria of simplicity, frequency, and relevance. Thus, phonologically the "difficult" Arabic sounds are kept at a minimum in the second and third units. The first unit, it will be admitted, contains many of the difficult sounds. However, greetings and useful phrases are fixed expressions and are most appropriate at the beginning. Besides, the idea at this point is to emphasize intonation rather than segmental phonemes. Syntactically, verbless sentences come before verb patterns. Morphologically, distinctions are kept at a minimum in the early units so that the student first concentrates on 2.s.m., 2.s.f., and 2.pl.

2. Structural patterns are presented within a matrix of significant cultural context. Here, again, the principle of gradation is applied that the student may move from the immediate environment (i.e. the classroom) to typically cultural situations (e.g. the family activities).

3. By applying gradation and relating structure to culture, two aims can be realized. On the one hand, the student has a sense of achievement with the minimum use of "absolute memorization" and, on the other, his interest is aroused in the new culture. In other words, linguistic patterns become meaningful, which helps make the learning process both pleasant and effective. And experience shows that the first contact with a foreign language is crucial to later stages in learning it.

4. Although cultivated Cairene Arabic is emphasized, reference is made, wherever helpful, to variant forms with the appropriate designation

"formal" or "classical." In this way the student is made aware of the functional varieties and the link between the familiar and the formal.

5. The general plan is to move from sounds to letters, from spoken patterns to written forms, and from the familiar to the formal. It is suggested that the Arabic writing system be introduced in steps and after the fundamentals of sound have been somehow grasped. For example, the student may start, after Unit II with a limited number of rules and apply them to a few familiar words (e.g. ba:b "door," bint "girl," kita:b "book"). About fifteen minutes of every class hour may be devoted to script to enable the student to master the fundamentals of the Arabic writing system[1] in the first five weeks.

The present text is the result of the authors' research and teaching experience at the University of Utah, the University of Minnesota, and Portland State College. It has been tested and improved. It certainly can still be improved. As a first step it is bound to be tentative and sometimes faltering. However, we hope, and indeed believe, that it is scientifically sound and that it is a step in the right direction.

---

[1] Writing Arabic, a book by the same authors, is designed to be used with the present text.

The Sound System of Arabic

1. Consonants

Special attention should be paid to:

a. Pharyngealization which colors syllables (see Unit II)

b. The sounds /r/ and /l/

Arabic /r/ is an apical trill and cannot be satisfactorily replaced by the retroflex of American English, especially in final positions and following long vowels.

Examples:

gá:r̲	"neighbor"
n̲ah̲á:r̲	"day"

But the intervocalic /t/ is close to Arabic /r/. e.g. "better; bottle"

Arabic /l/ is a dental lateral more like the British "clear" /l/. The American English /l/ is very different, particularly when following vowels. However, the American English /l/ is close to the Arabic non-pharyngealized /l/ in the environment of a high vowel. e.g. "million; billion" It will be noticed that Arabic may show a three-way contrast.

Example:

wála	"nor"	wálla	"or"	w̲ál̲l̲a	"by God"

c. The consonant sounds that do not occur in English (as significant sounds) are /ʔ/, /q/, /x/, /g/, /ħ/, and /ع/. (See explanation in the appropriate units.)

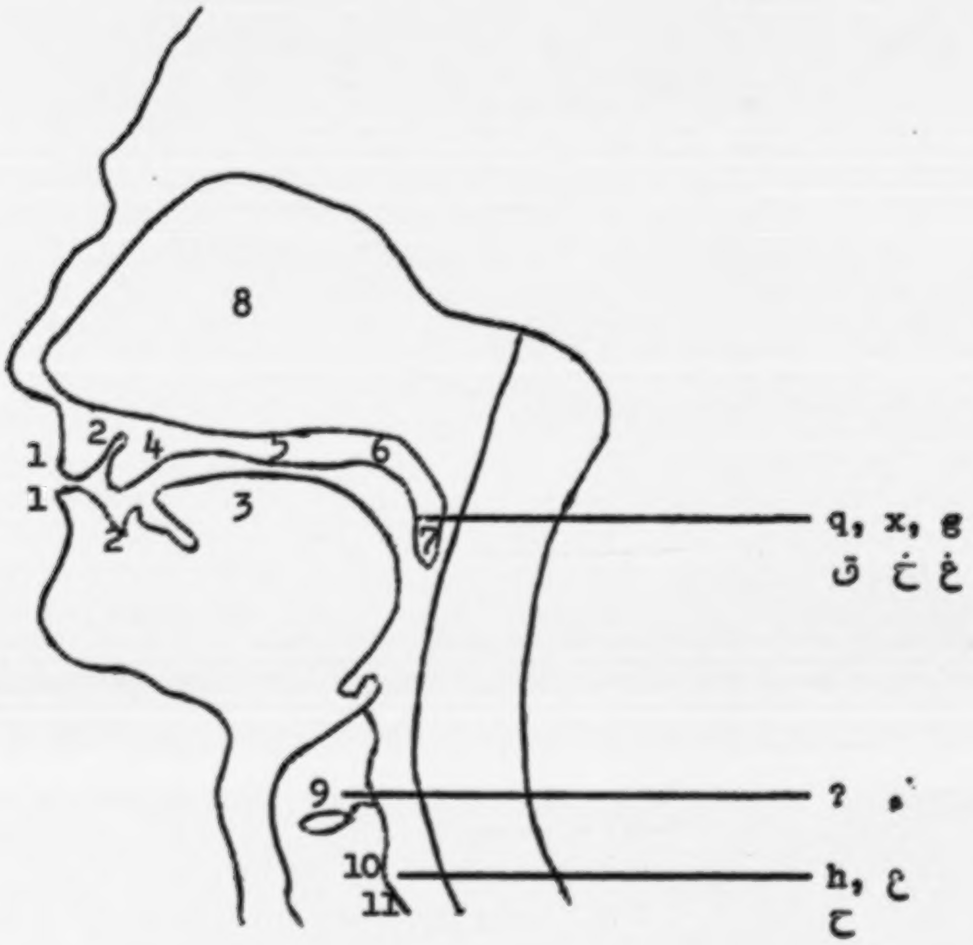
d. Geminate or double (identical) consonants occur in medial or final position. The student should be aware of such contrasts as:

sáma "sky" and sámma "he gave a name to"

The Sound Systems of Cairene Arabic and American English

		OBSTRUENTS		AFFRICATIVES		FRICATIVES		RESONANTS			
		Voiced	Voiceless	Voiced	Voiceless	Voiced	Voiceless	Trills	Laterals	Nasals	Semivowels
BILABIAL	A	b								m	w
	E	b	p							m	w
LABIODENTAL	A		f								
	E	v	f								
INTERDENTAL	A										
	E	đ	θ								
DENTAL	A	d, d̲	t, t̲			z, z̲	s, s̲	r, r̲	l, l̲	n	
	E										
ALVEOLAR	A										
	E	d	t			z	s		l	n	r
PALATAL	A						š				y
	E			j	c	ž	š				y
VELAR	A	g	k								
	E	g	k							ŋ	
UVULAR	A		q			ġ	x				
	E										
PHARYNGEAL	A					ع	ħ				
	E										
LARYNGEAL	A		?, ?̲				h				
	E						h				

Diagram Showing Organs of Speech and Arabic Sounds


8
1
2
4
5
6
1
2
3
7
q, x, g
ق خ غ
9
? ء
10
11
h, ع
ح

---

1. lips
2. teeth
3. tongue
4. alveolar ridge
5. hard palate
6. soft palate or velum
7. uvula
8. nasal cavity
9. larynx
10. trachea or windpipe
11. exophagus

kál "he ate" and káll "he was tired"
(See Unit IV)

The consonant sounds should be practiced in isolation and in clusters. Certain consonant clusters in medial or final position present some difficulty to the English speaker.

Examples:

ɛt	?iɛtá:d	"he used to"
dx	?ídxul	"come in!"
d?	bád?	"beginning"

2. **Vowels**

One of the basic distinctions in Arabic sounds is that between short and long vowels (See Unit I). For instance, it may make the difference between:

a. Singular and plural

Colloquial

gámal (s.)	gimá:l (pl.)	"camel"

Formal

musa:firun (s.)	musa:firú:n (pl.)	"traveler" (m.)
musa:firatun (s.)	musa:firá:tun (pl.)	"traveler" (f.)

b. Object and absence of object

kátabu	"they wrote"	katabú:	"they wrote it"

c. One meaning and another

gámal	"camel"	gamá:l	"beauty"

3. **Stress**

The primary stress in CCA is highly predictable. It falls on:

a. Long vowels in final or penultimate positions

kamá:l	"perfection"
ká:mil	"perfect"

b. Syllable with final double consonants

daxált	"I entered"

c. The first of three consecutive short vowels identical or with medial /a/

t̲ál̲ab̲a	"students"
ɛár̲abi	"Arabic"

d. Penultimate syllable in other positions

kátab	"he wrote"
katábtum	"you wrote" (pl.)

Although there may be three degrees of stress in CCA there is no "slurring" or stress-timed rhythm.

4. Intonation

a. In CCA, utterences frequently start on a lower pitch than in English.

b. Level intonation is common in CCA to express casual statements or surprise. e.g.

2 2 1
dah "this"

c. Normal statements show less sharp contrast in CCA than in English. Whereas in English the pattern is usually:

Mid High Low
2 3 1

in CCA it may be:

Mid Low Low ; Mid Mid Low ;
2 1 1 ; 2 2 1

High Low Low ; High Mid Low
3 1 1 ; 3 2 1

d. To express questions in CCA a higher middle pitch may be used.

CCA	English
Mid very High Low 2 4 1	Mid High 2 3
High v. High Low 3 4 1	

e. To express the vocative: Mid High Low
2 3 1

Normal	ya walad	(Mid High Low)	"boy!"
Emphatic	ya walad	(Mid v. High Low)	

---

1. See A. G. Abdalla, *An Instrumental Study of the Intonation of Egyptian Colloquial Arabic*. Unpublished doctoral dissertation, University of Michigan, 1960.

List of Symbols and Abbreviations

Symbols devised to show the relationship between pronunciation and the conventions of the writing system:

t̸	is pronounced t but in writing is represented by the Arabic letter ث
s̸	is pronounced s but in writing is represented by the Arabic letter ث
d̸	is pronounced d but in writing is represented by the Arabic letter ذ
z̸	is pronounced z but in writing is represented by the Arabic letter ذ
d̸̲	is pronounced d̲ but in writing is represented by the Arabic letter ظ
z̲	is pronounced z̲ but in writing is represented by the Arabic letter ظ
?̸	is pronounced ? but in writing is represented by the Arabic letter ق

Phonemic Symbol	Name of Symbol		Arabic Letter	Examples		
	Coll.	Form.				
?	hamza	hamza(1)	ء	أمـل	?ámal	"hope"
b	be	ba:?	ب	بنت	bínt	"girl"
t	te	ta:?	ت	تـين	tí:n	"figs"
θ		θa:?	ث			
t̸ / s̸	θe / se			ثـلاثة	t̸ála:t̸a	"three"
				ثانـية	s̸ánya	"second" (time unit)

---

1. Initially always with ا , e.g. أ إ or just ا.

Phonemic Symbol	Name of Symbol		Arabic Letter	Examples		
	Coll.	Form.				
g	gi:m	ji:m / żi:m	ج	جمل	gámal	"camel"
ż[1]			چ	چاكتة	żakítta	"jacket"
ħ	ħ̲a	ħ̲a:?	ح	حال	ħá:l	"condition"
x	x̲a	x̲a:?	خ	خال	xá:l	"uncle" (mother's brother)
d	da:l	da:l	د	دين	dí:n	"religion"
đ		đa:l	ذ			
d̸ / z̸	za:l			ذهب	d̸áhab	"gold"
				ذوق	z̸ó:?	"taste"
r	r̲e	r̲a:?	ر	ركن	rúkn	"corner"
z	ze:n	za:y	ز	زمن	záman	"time"
s	si:n	si:n	س	سكن	sákan	"lodging"
š	ši:n	ši:n	ش	شكل	šákl	"shape"
s̲	s̲a:d	s̲a:d	ص	صوم	s̲ó:m	"fasting"
d̲	d̲a:d	d̲a:d	ض	ضانى	d̲á:ni	"mutton"
t̲	t̲a	t̲a:?	ط	طين	t̲í:n	"mud"
đ̲		đ̲a:?	ظ			
d̸̲ / z̲	z̲a			ظهر	d̸̲úhr	"noon"
				ظلم	z̲úlm	"injustice"
ع	عe:n	عayn	ع	عالى	عá:li	"high"
ǥ	ǥe:n	ǥayn	غ	غالى	ǥá:li	"expensive"
f	fe	fa:?	ف	فتى	fáta	"youth"

---

[1] Sometimes used to represent borrowed sounds.

Phonemic Symbol	Name of Symbol		Arabic Letter			
	Coll.	Form.				
v[1]			ڤ	ڤيلا	vílla	"villa"
q		g̲a:f	ق	قسم	qísm	"section"
ʔ	g̲a:f			قسم	ʔísm	"section"
k	ka:f	ka:f	ك	كتب	kútub	"books"
l	la:m	la:m	ل	لون	ló:n	"color"
m	mi:m	mi:m	م	من	mín	"from"
n	nu:n	nu:n	ن	نوم	nó:m	"sleep"
h	he	ha:?	ه	هرم	háram	"pyramid"
o:				نوم	nó:m	"sleep"
u:	wa:w	wa:w	و	سكوت	sikú:t	"silence"
aw				دولة	dáwla	"state; country"
i:				دين	dí:n	"religion"
e:	ye	ya:?	ى	دين	dé:n	"debt"
ay				دين	dáyn	"debt" (formal)

---

[1] Sometimes used to represent borrowed sounds.

Diacritical marks:

Short Vowels	Name of Symbol	Diacritical Mark		Examples		
u	damma (above the letter)	ُ	بُ	الكتبُ	?alkútubu	"books" (nominative when final)
a	fatḥa (above the letter)	َ	بَ	الكتبَ	?alkútuba	"books" (accusative when final)
i	kasra (beneath the letter)	ِ	بِ	الكتبِ	?alkútubi	"books" (genitive when final)
Tanwi:n						
un	two dammas	ٌ/ ُُ	بٌ	كتبٌ	kútubun	"books" (nominative)
an	two fatḥas	ً	بًا	كتبًا	kútuban	"books" (accusative)
in	two kasras	ٍ	بٍ	كتبٍ	kútubin	"books" (genitive)
Phonemic Symbol						
?a:	maddah[1]	ٓ	آ	قرآن	qur?á:n	"Koran"
	šadda	ّ	بُّ	الحبُّ	?alḥúbbu	"love" (n.)
			بَّ	الحبَّ	?alhúbba	"love"
			بِّ/ بِّ	الحبِّ / الحبِّ	?alḥúbbi	"love"
suku:n (absence of vowel movement)	suku:n (above the letter)	ْ	تْ	كتْب	kátb	"writing"

---

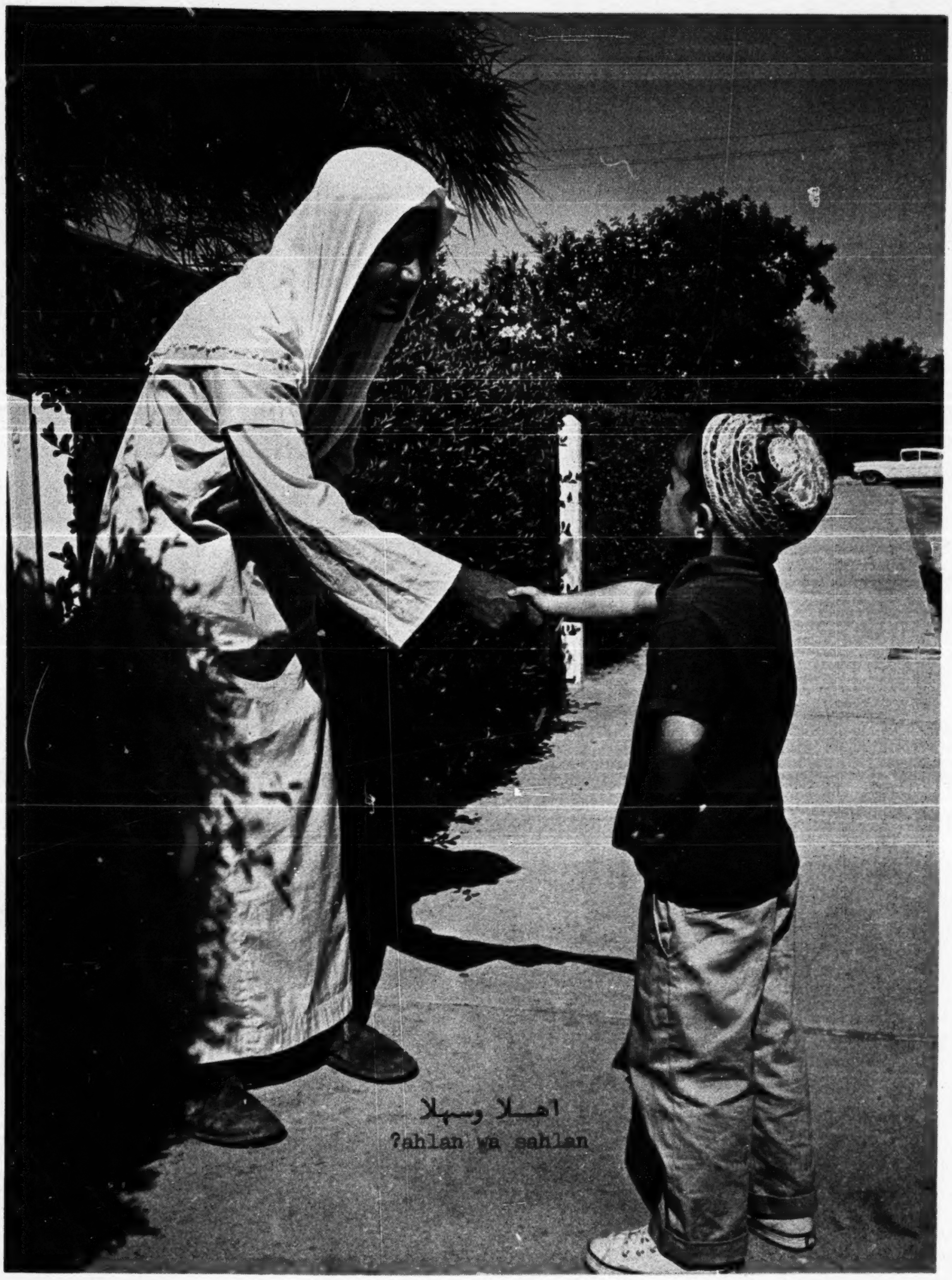
[1] Always above the letter, usually آ . e.g. آلـه /?a:la(h)/ "instrument," الـه/?ila:h/ "a god."

Other symbols:

/	or
//	phonemic symbol
( )	optional
´	stress mark to indicate primary stress
f.s.	feminine singular
m.s.	masculine singular
pl.	plural
1.	First person
2.	Second person
3.	Third person
Pharyngealization	Represented by underlining the appropriate consonant or syllable
: (Colon)	Indicates length when put after a vowel

UNIT
I

GREETINGS



اهلا وسهلا
?ahlan wa sahlan

LONG VOWELS

If the student pronounces the English word "bat" with a short or a long medial vowel, the meaning will still be the same. In Arabic, however, a clear distinction must be made between the short vowel in /bátt/ "he decided" and the long vowel in /bá:t/ "he stayed overnight." It is important that the student learn to be aware of the contrast between short and long vowels in Arabic. Producing the long vowel is no problem. What is difficult is this awareness of the significance of vowel length. For example, the student may easily say /nisí:/ "he forgot it" but he does not so easily recognize that the length in the final vowel signals the pronominal suffix 3.s.m. "it, him."

To acquire the ability to recognize and produce vowel length habitually, the student should constantly:

1. Pay careful attention to /a:/ and other long vowels in initial, medial, and final positions.
2. Guard against diphthongizing long vowels.

   e.g. say bé:t instead of béyt "house"
   nó:m instead of nówm "sleep"
3. Avoid lengthening short vowels.

   e.g. bánat as contrasted with baná:t
   "she built" "girls"
4. Pay attention to primary stress which marks final long vowels as contrasted with that on short vowels followed by double

(lengthened) consonants (especially in monosyllabic words).

e.g. contrast bátt and bá:t

"he decided" "he stayed overnight"

DRILL ON SOUNDS

UNIT I
GREETINGS

LONG VOWELS
/a:/ /i:/ /u:/

	Short /a/		Long /a:/
gámal	"camel"	gamá:l	"beauty"
sádd	"dam"	sá:d	"he dominated"
dámm	"blood"	dá:m	"it continued"
hámm	"worry"	há:m	"important"
máll	"he became bored"	má:l	"money"

	Short /i/		Long /i:/
bírr	"goodness"	bí:r	"a well"
mín	"from"	mí:n	"who?" "whom?" "whose?"
sínn	"point, edge"	sí:n	the Arabic letter (س) similar to "s"
fíll	"cork"	fí:l	"elephant"
šíll	"paralyze!" (imperative 2nd person s.m.)	ší:l	"carry!" (imperative 2nd person s.m.)

Short /u/		Long /u:/	
k̲úrr	"repeat!"	k̲ú:r	"furnace"
fúll	"a kind of jasmine"	fú:l	"beans"
t̲úb̲b̲	"fall down!"	t̲ú:b̲	"bricks"
kátabu	"they wrote"	katabú:h	"they wrote it"
š̲ák̲aru	"they thanked"	š̲ak̲arú:h	"they thanked him"

BASIC VOCABULARY

?assalá:mu / ?issalá:mu	"the peace"
عalé:k / عaláyk	"on you" (m.s.)
عalé:ki / عaláyki	"on you" (f.s.)
عalé:kum / عaláykum	"on you" (pl.)
s̱aḇá:h	"morning"
xé:r	"good"
?áhlan wasáhlan	"hello"
ṉaẖá:ṟ	"day"
ṉaẖá:ṟak	"your day" (m.s.)
ṉaẖá:ṟik	"your day" (f.s.)
ṉaẖáṟkum[1]	"your day" (pl.)
saعí:d	"pleasant; happy" (m.s.)
saعí:da	"pleasant; happy" (f.s.)
misá:? / masa:?	"evening"
ṉú:r	"light"
?izzáyy	"how (is / are)?"
?is̱s̱íhha	"the health"
máعa	"with"
?issalá:ma[2]	"(the) safety"

---

1. Notice the shortening of the long vowel when followed by two consecutive consonants. Compare /ṉaẖá:ṟak/ and /ṉaẖáṟkum/.

2. In words beginning with ?- / ?a- etc., the Arabic speaker tends

?allá:h	"God"
yisallímak	"may make you safe" (m.s.)
yisallímik	"may make you safe" (f.s.)
yisallímkum	"may make you safe" (pl.)

---

start with a glottal stop /?/ rather than with a vowel. This initial /?-/ is often elided in medial position: maʕassala:ma (instead of maʕa ?issala:ma).

DIALOGUE

K - Kamal, an Arab boy
S - Susan, an American girl

1. Greetings said at any time:

S - ?issalá:mu ʕalé:kum	"Peace be upon you."
K - wi ʕalékumu ssalá:m	"And peace be upon you."
S - ?áhlan wasáhlan	"Hello"
K - ?áhlan wasáhlan bí:ki	"Hello to you" (f.s.)
S - saʕí:da	"Hello"
K - saʕí:da mb̲á:r̲ka (m̲ub̲á:r̲ak)	"Hello"

2. Greetings said in the morning:

K - s̲ab̲á:ħ ilxé:r	"Good morning"
S - s̲ab̲á:ħ in̲n̲ú:r	"Good morning" (literally: morning of light)

3. Greetings said in the daytime:

K - n̲ah̲á:rik saʕí:d	"Good day" (literally: may your day be pleasant) (f.s.)
S - saʕí:d m̲ub̲á:r̲ak	"Good day"

4. Greetings said in the evening:

K - misá:? / masá:? ilxé:r	"Good evening"
S - misá:? / masá:? in̲n̲ú:r	"Good evening"

5. Said on leaving:

S - saʕí:da	"Good-bye"
K - maʕássalá:ma(h)	"Good-bye" (literally: with safety)

S - maعássalá:ma(h)	"So long"
K - ?allá:h yisallímik	"So long" (f.s.)

6. The usual "How are you?":

S - izzáy issíhha ?	"How are you?" (literally: how is the health)
K - عá:l, ilhámdu lillá:h	"Fine, thanks be to God."

STRUCTURE PATTERNS		PRONOMINAL SUFFIXES
?assalámu ʕalé:k	/-k/	"Peace be upon you" (m.s.)
?assalámu ʕalé:ki	/-ki/	"Peace be upon you" (f.s.)
?assalámu ʕalé:kum	/-ku(m)/	"Peace be upon you" (pl.)
n̲ah̲á:r̲ak saʕí:d	/ -ak/	"Good day" (m.s.)
n̲ah̲á:r̲ik saʕí:d	/-ik/	"Good day" (f.s.)
n̲ah̲ár̲kum saʕí:d	/-kum/	"Good day" (pl.)
?̲a̲ll̲á:h yisallímak	/-ak/	"May God keep you" (m.s.)
?̲a̲ll̲á:h yisallímik	/-ik/	"May God keep you" (f.s.)
?̲a̲ll̲á:h yisallímkum	/-ku(m)/	"May God keep you" (pl.)

GRAMMATICAL NOTES

1. Arabic pronouns are either independent or suffixed forms. The personal pronouns will be discussed in the third unit. Personal pronoun suffixes may be connected with a substantive, a verb, or a preposition. However, /-i/ "my" is appended to the noun, and /-ni/ "me" is appended to the verb as in the examples following.

2. Primary stress in a significant number of forms is on the penultimate syllable. Compare: kátab "he wrote," katábtu(h) "I wrote it," katabtúhum "I wrote them."

3. Examples:

Verb and Pronoun Suffix

šákar	"he thanked," "he has thanked"
šakárni[1]	"he thanked me"
šákarak	"he thanked you" (m.s.)
šákarik	"he thanked you" (f.s.)
šákaru(h)	"he thanked him"
šakárha	"he thanked her"
šakárna	"he thanked us"
šakárkum	"he thanked you" (pl.)
šakárhum	"he thanked them"

---

[1] Notice the shift in stress with the occurrence of two consecutive consonants: rn, rh, etc.

Noun and Pronoun Suffix

nahá:r	"day"
nahá:ri	"my day"
nahá:rak	"your day" (m.s.)
nahá:rik	"your day" (f.s.)
nahá:ru(h)	"his day"
nahárha	"her day"
nahárna	"our day"
nahárkum	"your day" (pl.)
nahárhum	"their day"

Preposition and Pronoun Suffix

عála	"on"
عaláyya	"on me"
عalé:k/عaláyk	"on you" (m.s.)
عalé:ki	"on you" (f.s.)
عalé:(h)	"on him"
عalé:ha	"on her"
عalé:na	"on us"
عalé:kum	"on you" (pl.)
عalé:hum	"on them"

ADDITIONAL PATTERNS

SPECIAL OCCASIONS

	Pattern	Response
1.	"thanks"	"you're welcome"
	šúkran	?ilʕáfu
	maʕá ššúkr	
	mutašákkir (m.s.)	
	mutašakkíra(h) (f.s.)	
	mutašakkirí:n (pl.)	
2.	"please" (as an invitation)	"thanks"
	?itfáddal (m.s.)	šúkran
	?itfaddáli (f.s.)	
	?itfaddálu (pl.)	
3.	"please" (as a request)	"certainly"
	min fádlak (m.s.)	há:dir
		"sorry"
	min fádlik (f.s.)	?á:sif (m.s.)
	min fadlúkum (pl.)	?á:sfah (f.s.)
4.	"congratulations"	"may God bless you"
	mabrú:k	?allá:h yibá:rik fí:k (m.s.)
		?allá:h yibá:rik fí:ki (f.s.)

	?allá:h yibá:rik fí:kum (pl.)

5. "happy returns" (on festivals)

kull/ᵊ/[1] ʕá:m wa?ántun bixé:r	wíntum bissíḥḥa wissala:ma
kull/ᵊ/ sána wínta táyyib (m.s.)	winta táyyib
kull/ᵊ/ sána winti tayyíba(h)(f.s.)	
kull/ᵊ/ sána wintu tayyibí:n (pl.)	

6. after drinking

haníyyan	hannákumullá:h

7. after eating

dáyman filmasarrá:t	tiʕí:š/dámit ḥayá:tak (m.s.)
	ḥayá:tik (f.s.)
	ḥayátkum (pl.)

8. sympathy

?ilba?íyya fi ḥayátkum	ḥayátkumilbá?ya

9. on arrival from travel or after a long distance

ḥámdilla ʕassalá:ma	?allá:h yisallímak (m.s.)
	?allá:h yisallímik (f.s.)
	?allá:h yisallímkum (pl.)[2]

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1. Whenever more than two consonants occur consecutively a weak vowel /ᵊ/ is inserted to facilitate pronunciation. Thus kullʕa:m becomes kullᵊʕa:m. The distinction between this epenthetic /ᵊ/ and the pronominal suffix /-i/ should be made both in verbs and in nouns.

2. The plural form is sometimes used interchangeably with the singular.

10. standardized greeting heard in all Arab countries

m̲arḥ̲áb̲a	m̲arḥ̲áb̲a

CULTURAL NOTE

Greetings play an important role in the everyday life of Arabic speakers. For almost every occasion there is something to say and saying the appropriate expression or response can be very effective.

Gestures are used. Besides shaking hands, the right hand may be raised to touch the forehead. Warmth or formality are of course reflected in the intonation or the way the greeting is said. Thus the pattern ?áhlan wasáhlan "hello," may be said in two ways:

a.	?$\overset{1}{\text{a}}$hl$\overset{3}{\text{á}}$:n wa sa:hl$\overset{3}{\text{á}}$:n	(expresses warmth)
b.	?$\overset{2}{\text{a}}$hlan was$\overset{2}{\text{á}}\overset{1}{\text{h}}$lan	(rather formal)

EXERCISES

1. What would you say in response to the following patterns?

a.	maɛa ssalá:ma(h)	d.	?assalá:mu ɛaláykum
b.	?itf̲ád̲d̲al	e.	m̲árh̲aba
c.	m̲ab̲r̲ú:k	f.	haníyyan

2. What form of greeting would you use on the following occasions?

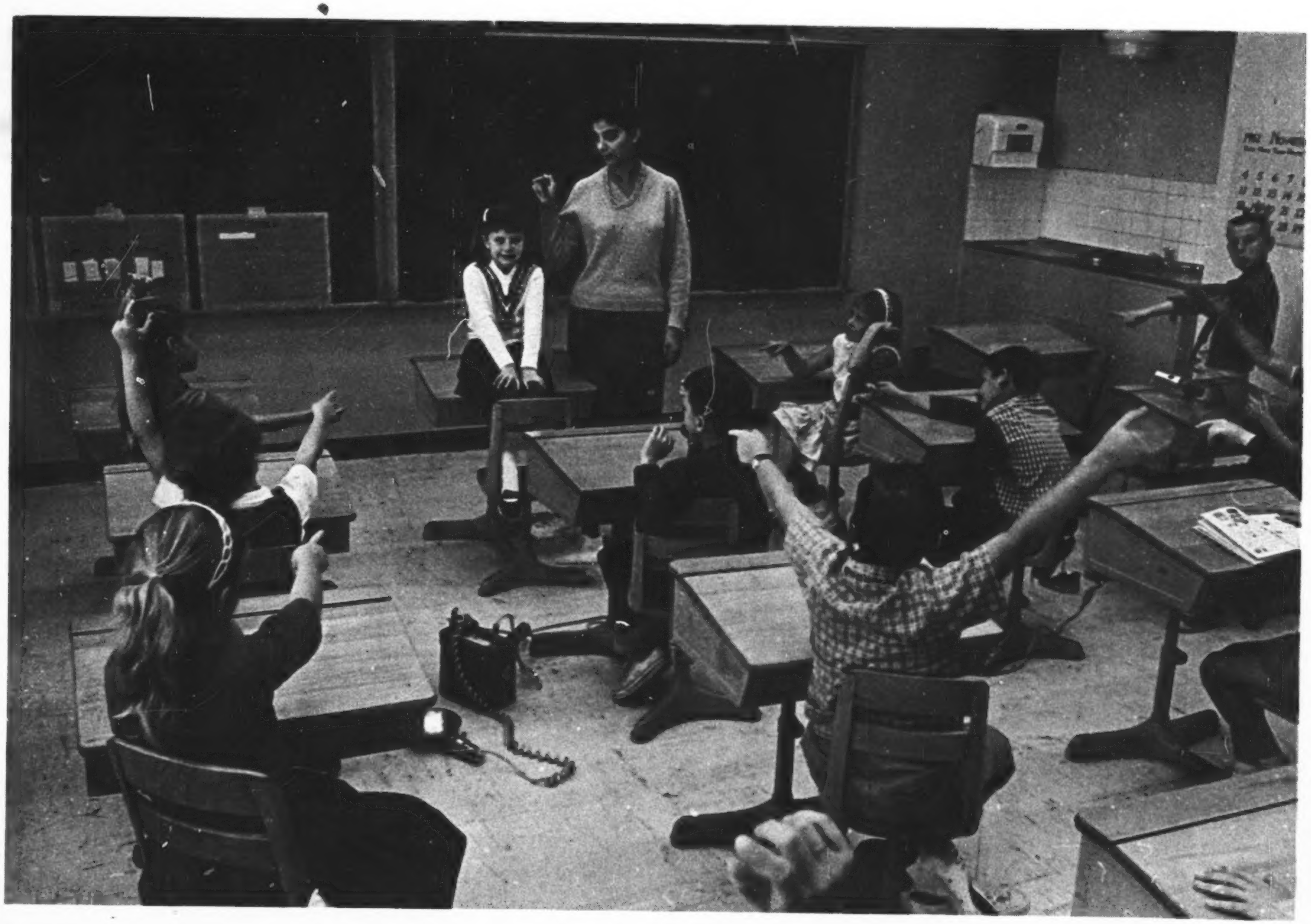
   a. in the morning

   b. on the occasion of Bairam

   c. on the occasion of a friend's birthday

UNIT
II

IN THE
CLASSROOM



مين دى ؟

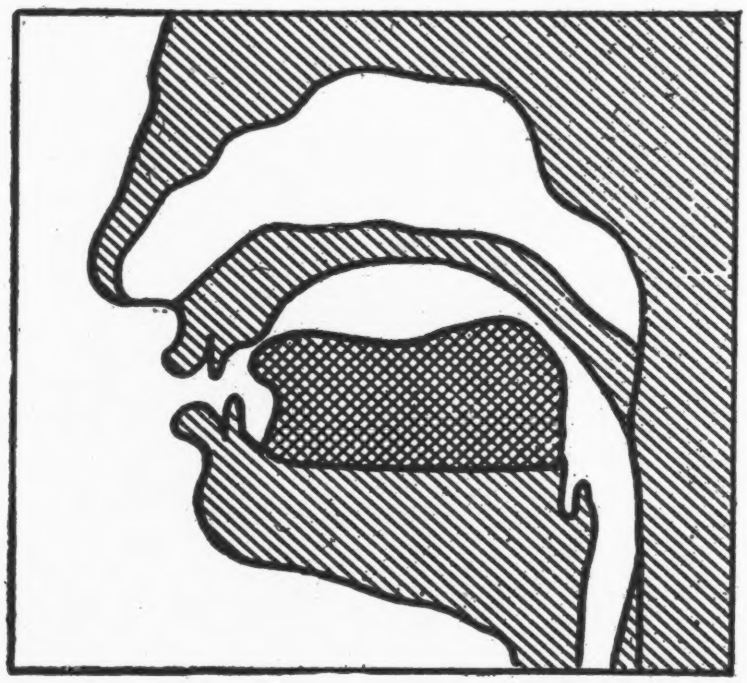
mi:n di ?

PHARYNGEALIZATION

Pharyngealization is a phenomenon peculiar to Arabic sounds traditionally referred to as "emphasis" or "velarization." Its domain is at least a syllable (i.e., a consonant and a vowel) and is characterized by lateral spreading and lowering of the tongue, raising the dorsum, pharyngeal constriction, and tension in the oral musculature.

The student may find it helpful to practice hollowing and raising the tongue, retaining the same position of the tip of the tongue to produce the contrasting sounds (pharyngealized and non-pharyngealized) of /t̲/ and /t/, /d̲/ and /d/, /s̲/ and /s/, /z̲// and /z/. It will be noticed that it is more difficult to distinguish the contrast with high vowels (e.g., /i/) than with low vowels (e.g., /a/).

Moreover, in Cairene Arabic pharyngealization is sometimes extended to classically non-pharyngealized forms. Thus /sú:ra/, the Koranic "chapter" and /s̲úr̲a/, "picture" are both pronounced /s̲ú:r̲a/in Cairene Arabic.



ض ، ط

DRILL ON SOUNDS

UNIT II
IN THE CLASSROOM

PHARYNGEALIZATION

Short /a/

Non-Pharyngealized		Pharyngealized	
dáll	"he guided"	d̲ál̲l̲	"he lost his way"
xádd	"cheek"	x̲ád̲d̲	"he scared someone"
táll	"hill"	t̲ál̲l̲	"he/it looked"
sádd	"he blocked"	s̲ád̲d̲	"he deterred"
báss	"enough"	b̲ás̲s̲	"he looked"
wálla	"or"	w̲ál̲l̲a	"by God!"

Long /a:/

fá:di	"redeemer"	f̲á:d̲i	"empty"
zá:t	"self"	z̲á:t̲	"he/it became noisy"
sá:d	"he dominated"	s̲á:d	"he hunted"
tá:b	"he repented"	t̲á:b̲	"it ripened," "he recovered"
rá:si	"discreet"	r̲a:s̲i	"my head"

Short /i/

sífr	"book"	s̱íf̱r	"zero"
líssa	"not yet"	ḻís̱s̱a	"thief" (f.)
tífl	"dregs"	ṯíf̱l	"child" (m.)
ħitá:n	"whales"	ħ̱iṯá:n	"walls"
ħítta	"a piece"	ħ̱íṯṯa	"meanness"

Long /i:/

tí:n	"figs"	ṯí:ṉ	"mud"
sí:n	the Arabic letter (س)	s̱í:ṉ	"Chinese"
عasí:r	"difficult"	عas̱í:ṟ	"juice"
?adí:b	"a man of letters"	ʔ̱aḏí:ḇ	"rod"
sí:ra	"biography"	s̱í:ṟa	"a kind of fish"

Short /u/

túll	"tulle"	ṯúḻḻ	"look!"
súdd	"dominate!"	s̱úḏḏ	"deter!"
dúm	"live long!"	ḏúm̱m̱	"embrace!"
súmm	"poison"	s̱úm̱m̱	"memorize"

===========

Long /u:/

===========

tú:b	"repent!"	t̲ú:b̲	"bricks"
bú:s	"kiss!"	b̲ú:s̲	"reeds"
masrú:r	"pleased"	mas̲rú:r̲	"bundled"
maħsú:d	"envied"	m̲aħs̲ú:d	"reaped"

BASIC VOCABULARY

Singular	Plural	
kitá:b	kútub	"book"
kúrsi	kará:si	"chair"
máktab	maká:tib	"desk," "office"
ʔálam	?iʔlá:m/?aʔlá:m	"pencil," "pen"
bá:b	?abwá:b	"door"
sá:عa	sa عá:t	"clock," "watch," "hour" (f.)
ħé:t̲a	ħit̲á:n	"wall" (f.)
sabbú:r̲a	sabbur̲á:t	"blackboard" (f.)
t̲á:l̲ib	t̲ál̲aba / t̲ullá:b	"student" (m.)
t̲a:l̲íba(h)	t̲a:l̲ibá:t	"student" (f.)
kar̲r̲á:sa	kar̲r̲asá:t	"notebook" (f.)
wáraʔa(h)	wáraʔ[1] / warʔá:t	"a sheet of paper" (f.)
sáʔf	suʔúfa	"ceiling"
?̲ár̲d̲	?̲ar̲á:d̲i̲	"earth," "floor," "ground" (f.)
s̲ú:r̲a	s̲úwar̲	"picture" (f.)
migálla/ magalla	migallá:t/ magallá:t	"magazine" (f.)
l̲ám̲b̲a	l̲amb̲á:t	"lamp" (f.)
wálad	?awlá:d	"boy"
bínt	baná:t	"girl"
t̲ab̲ aší:r		"chalk"

---

1. Collective, not countable plural.

hína	"here"
hiná:k	"there"
mí:n	"who?," "which?," "whose?"
hál	"yes" or "no" question word
?é:(h)	"what"
dá[1]	"that," "this" (m.)
dí	"that," "this" (f.)
dó:l	"those," "these"

---

[1] In formal Arabic the demonstratives are: /há:đa/ s.m.; /ha:đíhi/ s.f.; /ha:?ulá:?i/ pl.

DIALOGUE

S - Student Sue
T - Teacher Tom

T - mí:n dá ?	"Who is this?" (m.s.)
S - dá wálad	"This is a boy."
T - mí:n dí ?	"Who is this?" (f.s.)
S - dí bínt	"This is a girl."
T - ?é:(h) dá ?	"What is this?" (m.s.)
S - dá ktá:b / dá kitá:b	"This is a book."
T - ?é:(h) dí ?	"What is this?" (f.s.)
S - dí mgálla / dí migálla	"This is a magazine."
T - dá ktá:b , wi dí ?	"This is a book, and this?"
S - di sá:ʕa	"This is a watch (clock)."
T - (hal) da máktab ?	"Is this a notebook?"
S - lá?, dí s̲ú:r̲a	"No, this is a picture."
T - hál di kar̲r̲á:sa ?	"Yes, this is a notebook."
S - ?áywa, di kar̲r̲á:sa	"Yes, this is a notebook."
T - hál di l̲ám̲b̲a ?	"Is this a lamp?"
S - lá?, di míš l̲ám̲b̲a	"No, this is not a lamp."
T - hál da t̲ab̲aší:r ?	"Is this chalk?"
S - lá?, da míš t̲ab̲aší:r dá kúrsi	"No, this is not chalk. This is a chair."
T - dá(h) kitá:b wálla kar̲r̲á:sa ?	"Is this a book or a notebook?"
S - dá(h) kitá:b / dá ktá:b	"This is a book."

T - dá(h) máktab wálla bá:b ?	"Is this a desk or a door?"
S - dá(h) la máktab wála bá:b	"This is neither a book nor a door."
T - da Mus̲t̲áf̲a wálla Samí:r ?	"Is this Mustafa or Samir?"
S - da la Mus̲t̲áf̲a wála Samí:r	"He is neither Mustafa nor Samir."
T - di Janet wálla Jonis ?	"Is this Janet or Jonis?"
S - di la Janet wála Jonis di Amy	"This is neither Janet nor Jonis. This is Amy."

STRUCTURE PATTERNS

DEMONSTRATIVE PRONOUNS

1. **Masculine Singular**

Indefinite	Definite (with ?al/?il)	
dá(h) kitá:b	dal kitá:b	"This is the book."
dá t̲á:lib	dat̲t̲á:l̲ib	"This is the student."
dá máktab	dal máktab	"This is the desk."
dá wálad	dal wálad	"This is the boy."

2. **Feminine Singular**

dí bínt	dil bínt	"This is the girl."
dí s̲ú:r̲a	dis̲s̲ú:r̲a	"This is the picture."
dí l̲ám̲b̲a	di l̲l̲ám̲b̲a	"This is the lamp."
dí migálla	dil migálla	"This is the magazine."

3. **Plural**

dó:l baná:t	dó:l il baná:t	"These are the girls."
dó:l kútub	dó:l il kútub	"These are the books."
dó:l migallá:t	dó:l il migallá:t	"These are the magazines."
dó:l maká:tib	dó:l il maká:tib	"These are the desks."

The singular (f.) dí "this" is sometimes used with inanimate plurals (f.), e.g., dí kútub.

4. **Negation** (negating verbless sentences)

The use of /miš/:

Positive	**Negative**
dá wálad	dá míš wálad
"This is a boy."	"This is not a boy."
dá máktab	da míš máktab
"This is a desk."	"This is not a desk."
dí bínt	di míš bínt
dí s̲ú:r̲a	di míš s̲ú:ra
dó:l ?awlá:d	dó:l míš ?awlá:d
dó:l baná:t	dó:l míš baná:t

The use of /la ... wála/, "neither ... nor":

da wálad wálla bínt ?	da la wálad wála bínt
"Is this a boy or a girl?"	"This is neither a boy nor a girl."
dí migálla wálla kitá:b ?	di la mgálla wála ktá:b
dó:l ?awlá:d wálla baná:t ?	dó:l la ?awlá:d wála baná:t

GRAMMATICAL NOTES

GENDER

1. Gender in Arabic is grammatical (i.e. independent of sex) and is either masculine or feminine. The gender of any Arabic noun must be learned. However, in a significant number of forms the feminine is indicated by the suffix /-a(h)/ e.g. t̲á:l̲ib "student" (m.), t̲a:l̲íba (f.); kibí:r "big" (m.), kibí:ra (f.).

Examples:

Masculine	Feminine /-a(h)/	
gamí:l	gamí:la(h)	"beautiful"
saعí:d	saعí:da(h)	"happy"
mub̲á:r̲ak	mub̲ar̲áka(h)	"blessed"
mudárris	mudarrísa(h)	"teacher"
t̲á:l̲ib	t̲a:l̲íba(h)	"student"

2. The /-a/ ending in many noun forms indicates the feminine gender.

madrása	"school"
sá:عa	"watch," "hour"
migálla[1]	"magazine"

---

[1] It may be interesting to note that many names contrast in gender on this basis.
Examples:

Masculine	Feminine
Gamí:l	Gamí:la
عáli	عalíyya
Húsni	Husníyya

3. A great number of feminine nouns ending in /-a(h)/ have the plural /-a:t/.

Examples:

Singular	Plural	
sá:ɛa(h)	saɛá:t	"watch," "clock," "hour"
t̲a:l̲íba(h)	t̲al̲ibá:t	"student"
t̲ay̲y̲á:r̲a(h)	t̲ay̲y̲ar̲á:t	"airplane"
gamɛíyya(h)	gamɛiyyá:t	"society"

4. The long vowel in the singular form becomes short when a long vowel suffix is added to form the plural. Primary stress is shifted to the final long vowel.

Examples:

sabbú:r̲a	sabburá:t	"blackboard"
sá:ɛa	saɛá:t	"watch"

5. The feminine /-a/ becomes /-it/ in a construct state. Examples:

sá:ɛa	sáɛit wálad	"a boy's watch" (lit. "watch of a boy")
l̲ám̲ba	l̲ám̲bit sirí:r	"a bed lamp" (lit. "lamp of a bed")
migálla	migállit m̲ás̲r	"Egypt's magazine" (lit. "magazine of Egypt")
k̲ar̲r̲á:sa	k̲ar̲r̲ásit bínt	"a girl's notebook" (lit. "notebook of a girl")

6. The /-a(h)/ feminine ending becomes /-t/ when appended to pronoun suffixes and the short vowel is elided following the primary stress.

Examples:

sa:عa(h)[1]	"watch," "hour"
sáعti	"my watch"
sáعtak	"your watch" (m.s.)
sáعtik	"your watch" (f.s.)
sáعtu	"his watch"
saعítha	"her watch"
saعítna	"our watch"
saعítkum	"your watch" (pl.)
saعíthum	"their watch"

---

[1] Notice that the stress is on the penultimate syllable.

ADDITIONAL PATTERNS

1.	dá kitá:b	wi	dí sá:ʕa
	"This is a book."	and	"This is a watch."
	dí bínt	wi	dá wálad
	"This is a girl."	and	"This is a boy."
	dó:l baná:t	wi	dó:l ?awlá:d
	"These are girls."	and	"Those are boys."

2.	?ikkitá:b (il kita:b) dá	"this book"
	?ikkútub (il kútub) dí	"these books"
	?il bínt dí	"this girl"
	?il baná:t dó:l	"these girls"
	?il kúrsi (?ikkúrsi) dá	"this chair"
	?il kará:si (?ikkará:si) dí (or dó:l)	"these chairs"

CULTURAL NOTE

All levels of education in Egypt (elementary, secondary and higher) are free for all. Primary education (from the age of six to twelve) is compulsory. In 1961-62 there were 2,754,656 children enrolled in elementary schools. After finishing the elementary stage, the student goes to the preparatory school (similar to the American junior high school) where he spends three years, then to the secondary school (senior high) for three years, during which he specializes either in liberal arts or physical sciences. There are also technical schools, from which comes the necessary manpower for the utilization of the country's resources.

Egypt has many universities, colleges and higher institutes. Cairo University, established in 1925, is the oldest and the largest. It has a branch in Khartum (The Sudan). In 1960-61 it had an enrollment of 36,065 students. Besides Cairo University there are also Alexandria University, Ein-Shams University (in Cairo), Assiut University, al-Manṣura University, al-Azhar University, and the American University(Cairo). All universities and higher institutes, except al-Azhar, are coeducational.

EXERCISES

1. **Substitute:**

di da kitá:b
da
do:l

ʔálam	"pencil"	wálad	"boy"
bínt	"girl"	mudarrísa(h)	"teacher" (f.)
máktab	"desk," "office"	t̲ab̲aš̲í:r	"chalk"
s̲ú:r̲a	"picture"	t̲a:l̲íba(h)	"student" (f.)

2. Negate the above examples.

3. Substitute:

kitá:b mí:n da ? "Whose book is this?"
di
da kitá:bi "This is my book."
di

ʔálam	"pencil"	l̲ám̲b̲a	"lamp"
sá:ʕa	"watch"	máktab	"office"
s̲ú:r̲a(h)	"picture"	wáraʔa(h)	"paper"
kar̲r̲á:sa(h)	"notebook"	sabbú:r̲a(h)	"blackboard"

4. Put the following words in the right order to make a meaningful pattern:

di--da--kitá:bi--Jim--?ána--wi--kar̲r̲á:sit

UNIT
III

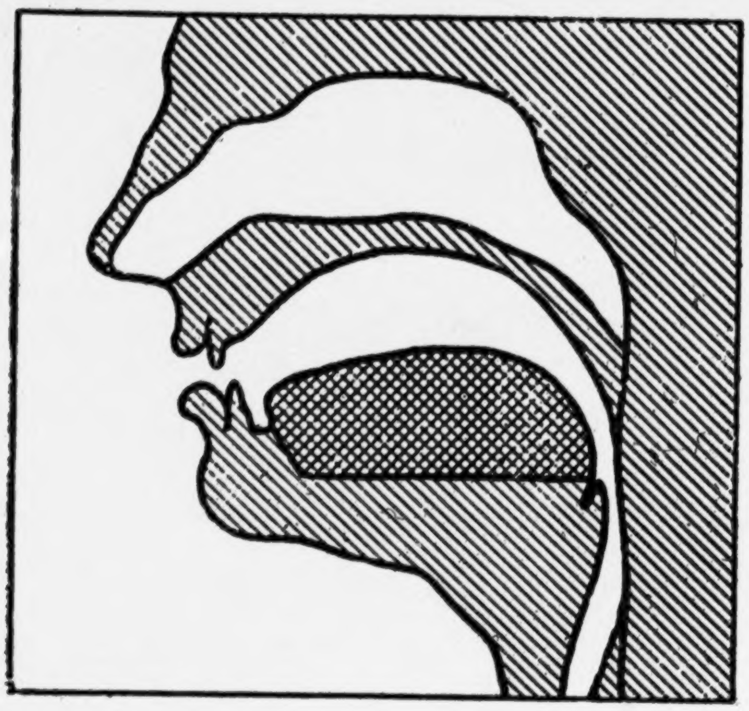
INTRODUCING FRIENDS

جامعة القاهرة

ga:miɛat ?alqa:hira(h)

POST-VELAR CONSONANTS /q/, /ħ/, /x/, /ǥ/

The pharynx is an important area for producing Arabic sounds. To produce the /q/ the root of the tongue is drawn back, further than in the position for /k/, against the back wall of the pharynx. Friction in the air stream produces voiceless /ħ/ or voiced ع. Friction against the uvula produces voiceless /x/ or voiced /ǥ/. It should be noted that /q/ occurs in classical Arabic more than in educated speech and in educated speech more than in uneducated speech. Levels of usage show distinctions in the /q/ and /?/. An educated person, for example, distinguishes between /wa:qiع/ "actual" and /wa:?iع/ "fallen," "hopeless." He would use /q/ in /qur?a:n/ "Koran," /?alq̲a:hir̲a/ "Cairo," /qa:nu:n/ "law." But he would find it artificial to say /waqaf/ "he stood" (instead of /wa?af/). Uvular /x/ is easy to produce. The uvular friction should be avoided in producing /ħ/. On the other hand careful distinction should be made between the fricative /ħ/ and the laryngeal /h/. The Arabic /h/ is more aspirated than the English one. A piece of paper in front of the mouth would be shaken more by the /h/ than by the /ħ/.



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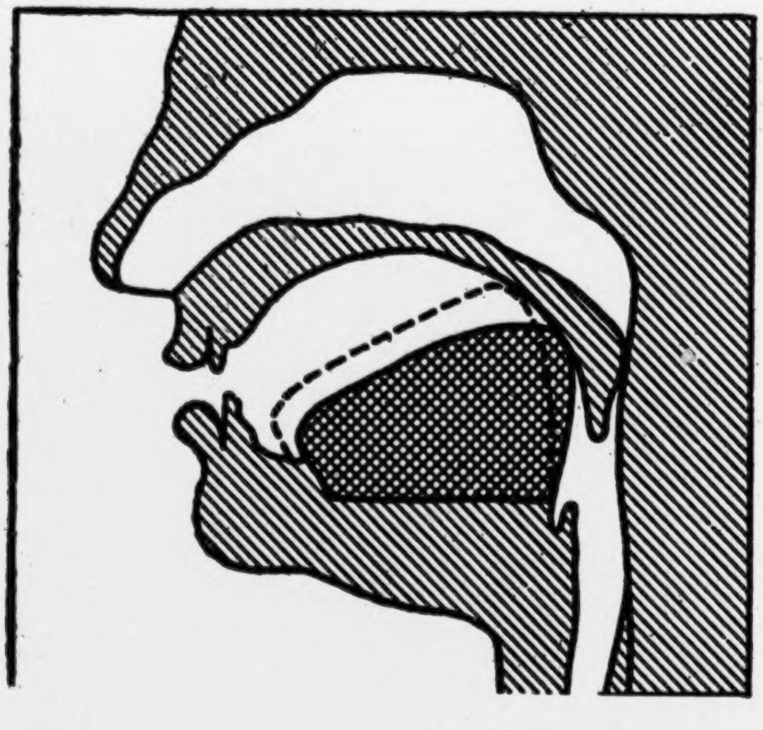

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UNIT III

INTRODUCING FRIENDS

DRILL ON SOUNDS

POST-VELAR ħ, x, q

/h/ and /ħ/

háram	"pyramid"	ħáram	"wife of," "Mrs."
hább	"it blew"	ħább	"he fell in love"
fáhm	"intelligence," "understanding"	fáħm	"coal"
bálah	"stupidity"	bálaħ	"dates" (to eat)

/ħ/ and /x/

wá:ħid	"one" (m.)	wá:xid	"taking"
ħáll	"solution"	xáll	"vinegar"
náħla	"bee"	náxla	"palm tree"
bá:ħ	"he disclosed" (a secret)	bá:x	"he became unpleasant"

=============

/k/ and /q/

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kalb	"dog"	qalb	"heart"
kur̲a	"ball"	qur̲a	"villages"
?a̲lq̲a:hir̲a	"Cairo"	dimaŝq	"Damascus"
?alعir̲a:q	"Iraq"		
?alqur?a:n	"Koran"		

BASIC VOCABULARY

Singular	Plural	
?ísm	?asmá:?	"name," "noun"
?áywa		"yes"
lá?		"no"
?áyy		"which"
t̲á:l̲ib	t̲ál̲ab̲a / t̲ulla:b	"student" (m.s.)
t̲a:l̲íba	t̲a:l̲ibá:t	"student" (f.s.)
bálad	bilá:d	"country," "town"
kullíyya	-a:t	"college"
gámعa / ga:miعa	-a:t	"university"
?issáyyid / ?assáyyid		"Mr."
madrása	mada:ris	"school"
?issayyída	-a:t	"Mrs."
sítt	-a:t	"lady," "woman"
?il?a:nísa	-a:t	"Miss"
madá:m		"Mrs."
tašar̲r̲áfna		"happy to meet you" (literally: we are honored)
š̲ar̲r̲áftum wi?anístum		"it was good of you to come" (literally: you gave us honor and good company)
min ?áyyə bálad ?		"from which country?"

?ínta miné:n ? / ?ínta mné:n	"where do you come from?"
m̲ás̲r	"Egypt" (or Cairo)
súrya	"Syria"
lubná:n / libná:n	"Lebanon"
?amrí:ka	"America"
?al عir̲á:q	"Iraq"
?al?úrdun	"Jordan"
filis̲t̲í:n	"Palestine"
?assuعú:diyya	"Saudi Arabia"
?aḥíbb (?)aعar̲r̲áf̲ak bi...	"I would like you (m.s.) to meet..."
?aḥíbb (?)aعar̲r̲áf̲ik bi...	(f.s.)
?aḥíbb (?)aعar̲r̲áf̲kum bi...	(pl.)

DIALOGUE

A - Ahmad, Nadya - an Arab boy/girl
B - Bob, Janet - an American boy/girl

A - ?aná smi Ahmad	"My name is Ahmad."
?intá smak ?é:(h) ?	"What is your name?" (m.s.)
?intí smik ?é:(h) ?	"What is your name?" (f.s.)
B - ?aná smi Bob	"My name is Bob."
?aná smi Janet	"My name is Janet."
A - ?intá smak John ?	"Is your name John?"
?intí smik Janet ?	"Is your name Janet?"
B - ?áywa smi John	"Yes, my name is John."
?áywa smi Janet	"Yes, my name is Janet."
A - mí:n dá ?	"Who is this?" (m.s.)
minf̲ád̲l̲ak[1] da mí:n ?	"Who is this, please?" (m.s.)
minf̲ád̲l̲ik da mí:n ?	"Who is this, please?" (f.s.)
minf̲ad̲l̲úkum da mí:n ?	"Who is this, please?" (pl.)
B - dá John	"This is John."
dí Janet	"This is Janet."
A - minf̲ád̲l̲ak huwwá smu ?é:(h) ?	"What is his name, please?" (m.s.)
minf̲ád̲l̲ik hiyya smáha ?é:(h) ?	"What is her name, please?" (f.s.)
B - ?ísmu John	"His name is John."
?ismáha Janet	"Her name is Janet."

---

1. In rapid speech it is pronounced mimf̲ad̲l̲ak

A -	minf̲ád̲l̲ak il?ustá:z̸ dá mí:n ?	"Who is that gentleman, please?"
	minf̲ád̲l̲ak mí:n (?)il?ustá:z̸ dá ?	
	minf̲ád̲l̲ak mí:n (?)il?a:nísa dí ?	"Who is that young lady, please?"
B -	John / Janet	
A -	s̊úkr̲an	"Thanks."
B -	ilʕáfu	"You're welcome."
A -	?aħíbb (?)aʕr̲r̲áf̲ak bil?ustá:z Ibrahim Mu:sa	"I would like you to meet Ibrahim Musa." (m.s.)
	?aħíbb (?)aʕar̲r̲áf̲ik bil?ustá:z Ibrahim Mú:sa	"I would like you to meet Ibrahim Musa." (f.s.)
	?aħíbb (?)aʕar̲r̲áf̲ak bil?a:nísa Nádya Salá:ma	"I would like you to meet Miss Nadya Salama."
	?aħíbb (?)aʕar̲r̲áf̲ak bi madá:m Lóla Káram	"I would like you to meet Mrs. Lola Karam."
B -	?áhlan wa sáhlan	"Hello."
	tas̊ar̲r̲áfna	"Nice to meet you."
A -	?itf̲ád̲d̲al hína	"Please come here." (m.s.)
	?itf̲ad̲d̲áli hína	"Please come here." (f.s.)
	?itf̲ad̲d̲álu hína	"Please come here." (pl.)
B -	s̊úkr̲an	"Thanks."
A -	?il?ustá:z̸ miné:n ?	"Where are you from, Sir?" (m.s.)
	?il?ustá:z̸ min ?áyyᵊbálad ?	"From what country are you, Sir?" (m.s.)
	?il?a:nísa min ?áyyᵊbálad ?	"From what country are you, Miss?"
B -	?ána min m̲ás̲r̲	"I am from Egypt."
	?ána min ?amrí:ka	"I am from America."

	?ána min libná:n	"I am from Lebanon."
A -	min ilg̲a:hír̲a ? / milg̲a:hír̲a	"Are you from Cairo?"
	min New York ?	"Are you from New York?"
	min Bayru:t ?	"Are you from Beirut?"
B -	lá? min iskindiríyya	"No, I am from Alexandria."
	lá? min Salt Lake City	"No, I am from Salt Lake City."
	lá? min Portland	"No, I am from Portland."
A -	?íntum t̲ál̲ab̲a fi ?áyyᵊgámʕa ?	"In what university are you studying?" (pl.)
B -	?íħna fi gámʕit Ut̲ah	"We are at the University of Utah."
	?íħna fi kullíyyit Portland	"We are at Portland College."
B -	wínta fi gámʕit ilg̲a:hír̲a ?	"And you, are you at the University of Cairo?"
A -	?áywa fi gámʕit ilg̲a:hír̲a[1]	"Yes, I am at the University of Cairo."
A -	fé:n gámʕit Utah ?	"Where is the University of Utah?"
B -	fi Salt Lake City	"In Salt Lake City."
B -	saʕí:da	"So long."
	mutas̊akkirí:n	"Thank you." (pl.)
A -	s̊ar̲r̲áftum wi ?anístum	"You gave us honor and nice company."
	maʕá ssalá:ma	"Go with peace."
B -	?̲al̲l̲á:h yisallímak	"May God bless you."

---

1. Usually the primary stress is on the penultimate syllable. However, if the preceding syllable includes a long vowel it may be given prominence. e.g. ?alg̲á:hir̲a or ?alg̲a:hír̲a
?al?á:nisa or ?al?a:nísa

STRUCTURE PATTERNS

1. Pronouns and Pronominal Suffixes:

Pronouns		Pronominal Suffixes	
?ána	"I"	-i	"my"
?ínta	"you" (m.s.)	-ak	"your" (m.s.)
?ínti	"you" (f.s.)	-ik	"your" (f.s.)
húwwa	"he"	-u(h)	"he," "his" (m.)
híyya	"she," "it"	-ha	"hers," "its" (f.)
?íħna	"we"	-na	"our"
?íntu(m)	"you" (pl.)	-ku(m)	"your" (pl.)
húmma	"they"	-hum	"their" (pl.)

2. Structure Words:

min ?áyy bálad	"From which country?"
miné:n	"From where?"
?áywa	"yes"
lá?	"no"
bi	"with," "by"
fi	"in," "at"
fé:n	"where"

3. Word order:

The independent pronoun may follow the pronominal suffix to express emphasis. Compare:

a. Normal dá kitá:bu "This is his book."

b. Emphatic dá kitá:bu húwwa "This is *his* book."

GRAMMATICAL NOTES

1. The definite article /?al-/ or /?il-/ is assimilated when it is used with the following letters: tt nn rr ss šš zz kk gg dd s̲s̲ d̲d̲ t̲t̲ Otherwise, it is pronounced as /?al-/ or /?il-/. /?al-/ is used mostly in formal Arabic.

Examples:

?al-/?il- + t̲á:l̲ib = ?at̲t̲á:l̲ib
?al-/?il- + bínt = ?albínt

2. *The Arabic definite article indicates:*

a. Specific as distinguished from unspecific nouns.

Example:

?alwálad "the boy" as distinguished from wálad "boy"

b. General nouns or classes as distinguished from individuals.

Example:

?albaná:t "girls" (as a class) and baná:t "girls" (as individuals)

3. Notice the word order in the following patterns:

?ilwálad dá	"this boy"
dá wálad	"This is a boy."
dá (?i)lwálad	"This is the boy."

4. Notice also the elision of the non-initial glottal stop, /?/ which is neither a radical nor a /ʕ/, occurs in speech at normal speed

(unless emphasized).

Elision:

?ána wi ?ínta	——	?ána wínta	"I and you"
?ána ?ísmi John	——	?aná smi John	"My name is John."

No Elision:

?ána ?ámart	——	?ána ?ámart	"I ordered"
?ána ʔúlt	——	?ána ʔúlt	"I said"

EXERCISES

1. Fill in the blanks:

    a. híyya smáha Jánet wána ________.

    b. Jack: ?ána ṯá:ḻiḇ wihíyya ________.

    c. min ________.

    d. dimášq fi ________ w alq̱a̱:híṟa fi ________.

2. Answer the following questions:

    a. ?ínta miné:n ?

    b. hál (?)ínta figgámʕa ?

    c. fé:n gámʕit Harvard ?

    d. ?ísm ilbálad di ?é:(h) ?

3. How would you respond to the following patterns?

    a. ?itf̱áḏḏal

    b. m̱aḇrú:k

    c. ?áhlan wasáhlan

    d. min fáḏḻak ikkitá:b

4. Put the following words in the right order to make a meaningful pattern:

    dí-dó:l-?il?awlá:d-?ilbínt-m̱ás̱r-mín-wí

UNIT
IV

COLORS AND THINGS

حاجـــات جميـــــلة

ħaga:t gami:la(h)

GEMINATE (DOUBLED) CONSONANTS

Arabic consonants, like vowels, are lengthened. The closest phenomenon to gemination in English is the repetition of the same consonant in successive positions either in separate or compound words but with an intervening open transition (or pause) e.g. "a black cat," "homemade."

Attention should be paid to the relationship between stress and (1) geminates, (2) long vowels, and (3) penultimate syllables.

Compare:

(a)	káttib	"he made ... write"
(b)	kattíbu	"he made him write"
(c)	kattibú:	"they made him write"

Gemination may distinguish a word with /?al-/ or /?il-/ from a word without that article.[1]

Examples:

with /?il-/	without /?il-/	
?issa:ʕa	sa:ʕa	"hour"
?it̲t̲a:lib	t̲a:lib	"student"

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[1] In Arabic writing, it should be noted that the article is written whether it is pronounced in full or as a geminate sound.

UNIT IV

COLORS AND THINGS

DRILL ON SOUNDS

GEMINATE CONSONANTS

dá:ris	"a person who has studied"	dárris	"he taught"
šibá:k	"nets," "snares"	šibbá:k	"window"
sáma	"sky"	sámma	"he gave a name"
bána	"he built"	bánna	"builder"
wála	"nor"	wálla	"or"
đúr̲a	"corn"	dúr̲r̲a	"gem"
f̲ád̲a	"space"	f̲ád̲d̲a	"silver"
dáfaع	"he paid"	dáffaع	"he made (someone) pay"
šibba:k	"window"	?iššibba:k	"the window"
sama	"sky"	?issama	"the sky"
đur̲a	"corn"	?iđđuru	"the corn"
lo:n	"color"	?illo:n	"the color"

BASIC VOCABULARY

Masculine (Sing.)	**Feminine** (Sing.)	**Plural**	
?á̱ḇyaḏ	ḇé:ḏa	ḇí:ḏ	"white"
?íswid / ?áswad	só:da	sú:d	"black"
?̱áxḏar	x̱áḏṟa	x̱úḏr	"green"
?̱áħ̱m̱aṟ	ħ̱ám̱ṟa	ħúmr	"red"
?ázra?	zár?a	zúr?	"blue"
?ás̱far	s̱áfra	s̱úfr	"yellow"
ṟam̱á:di			"gray"
bé:ż			"beige"
búnni			"brown"
ló:n		?alwa:n	"color"

Singular	**Plural**	
kitá:b	kútub	"book"
?álam	?i?lá:m / ?a?lá:m	"pencil," "pen"
ḵaṟṟá:sa	-a:t	"notebook"
f̱ás̱l	fus̱ú:l	"class," "season," "section"
madrása	madá:ris	"school"
?ustá:ƶ	?asátƶa	"professor," "Mr."
?ustá:ƶa(h)	?asátƶa(h)	"professor" (f.)
š̱ánṯa	šúṉaṯ	"bag," "purse," "suitcase"
fustá:n	fasatí:n	"dress" (for a girl)

bádla	bídal	"suit" (for a man)
mudárris	-i:n[1]	"teacher" (m.)
mudarrísa	-a:t	"teacher" (f.)
žakítta	-a:t	"coat"
b̲ált̲u	b̲al̲á:t̲i	"overcoat"
s̲ú:r̲a	s̲úw̲ar	"picture"
lá:kin / wilá:kin		"but"
dúkha	dúkham / dúkhum	"that"

---

[1] In formal Arabic /-u:n/ is nominative and /-i:n/ is accusative or genitive.

DIALOGUE

A - Jim
B - Joan

A -	dá kitá:b mí:n ?	"Whose book is this?"
	daktá:b mí:n ?	
	kitá:b mí:n dá ?	
B -	kitá:bi	"my book"
	dá kitá:bi	"This is my book."
	dá kitá:bu	"This is his book."
	dá kitábha hiyya[1]	"This is her book."
A -	dó:l kútub mí:n ?	"Whose books are these?"
	dí kútub mí:n ?	
B -	dó:l kútubi	"These are my books."
	dí kútubi	
A -	?ikkitá:b dá bitá:ع mí:n ?	"To whom does this book belong?"
B -	bitá:عi (?ána)	"It is mine."
A -	dá bitá:عak ? / dabtá:عak ?	"Is this yours?"
	dá kitá:bak ? / daktá:bak ?	"Is this your book?"
B -	?áywa bitá:عi / btá:عi	"Yes, it is mine."
	?áywa kitá:bi	"Yes, it is my book."
A -	?is̲s̲ánt̲a di bitá:عit mí:n ?	"Whose purse is this?"

---

[1] The addition of the independent pronoun is for emphasis.

	?iš̲š̲ánt̲a di bitá:عit Janet ?	"Is this Janet's purse?"
B -	bitaعítha	"It is hers."
	lá? di btá:عit Jean míš Janet	"No, it is Jean's, not Janet's."
A -	?ikkar̲r̲asá:t dó:l bitú:ع mi:n ?	"To whom do these notebooks belong?"
	?ikkar̲r̲asá:t di bitú:ع mí:n ?	
B -	bitú:عu(h)	"They are his."
	bitú:ع John	"They are John's."
A -	?issabbú:r̲a lúnha ?é:h ?	"What color is the blackboard?"
B -	?̲áxd̲ar	"Green."
A -	?il?álam dá ló:nu(h) ?é:h ?	"What color is this pencil?"
B -	?íswid	
A -	?il(?)i?lá:m dí lúnha ?é:h ?	"What color are these pencils?"
	?il(?)i?lá:m dó:l lúnhum ?é:h ?	
B -	lúnha ?íswid	"Their color is black."
	dó:l sú:d	"They are black."
A -	?il fustá:n da ló:nu(h) ?̲áb̲yad̲ ?	"Is the color of this dress white?"
B -	lá? da (?)ázra?	"No, this is blue."
A -	da fustá:n (?)ázra? gamí:l	"This is a pretty blue dress."
B -	šúkran	"Thanks."

A -	?il?álam il?̱áẖmar dá bitá:عak ?	"Does this pencil belong to you?" (m.s.)
	?il?álam il?̱áẖmar dá bitá:عik ?	"Does this pencil belong to you?" (f.s.)
B -	lá? da ?álamu húwwa	"No, this is *his* pencil."
A -	?iṡ̱ṡ̱ánṯa ssó:da di bitáعtik wálla bitaعitha ?	"Is this black suitcase yours (f.s.) or hers?"
B -	bitáعti	"Mine."
A -	?ikkútub dó:l bitú:ع mí:n ?	"Whose books are these?"
B -	?ikkitá:b da bitá:عi lá:kin ikkitá:b da/ dúkha bitáعha	"This book belongs to me, but this / that book belongs to her."

GRAMMATICAL NOTES

1. Plural forms in Arabic have some twenty-seven patterns. The student may find it helpful to learn both plural and singular forms of any word introduced. The regular masculine plural pattern has the suffix /-i:n/ and often occurs in participles and forms indicating professions.

Examples:

Singular	Plural	
šá:kir	ša:kirí:n	"thankful"
mudárris	-í:n	"teacher" (m.)

In formal literary Arabic distinction is made between the nominative /-u:n/ and the accusative or genitive /-i:n/.

Examples:

ša:kirú:n	nominative
ša:kirí:n	accusative and genitive

For the regular feminine plural, the suffix is /-a:t/. It will be noticed that many plural loan words are also formed by suffixing /-a:t/.

Examples:

Singular	Plural	
mudarrísa	-a:t	"teacher" (f.)
tilifó:n	-a:t	"telephone" (m.)
rádyu(h)	-a:t	"radio" (m.)

2. The dual suffix /-e:n/ is regular. (This corresponds to the accusative in formal Arabic /-ayn/.)

Example:

wálad	"a boy"	walad-é:n	"two boys"

In colloquial forms, the dual characterizes nouns but not adjectives.

Example:

?alamé:n (dual)

húmr (plural)

?alamé:n húmr	"two red pencils"

3. The word order is the substantive followed by the modifier.

Examples:

kúrsi ?̲ás̲far̲	"a yellow chair"
kitá:b ?̲áh̲mar̲	"a red book"

4. Modifiers

a. Singular and regular masculine plural modifiers agree with the modified structure in gender and number.

Examples:

s̲ánt̲a só:da	"a black purse" (f.)
mudarrisí:n kuwayyisí:n	"good teachers" (pl.)

b. The dual is modified by a plural form.

Example:

waladé:n kuwayyisí:n	"two good boys"

c. The plural inanimate is modified by singular feminine or plural.

Example:

kútub h̲ám̲ra / h̲úmu̲r "red books"

The use of /bita:ع/ "belonging to"

1. /bita:ع/ is a structure form that can follow and/or replace the first part of a construct. It must agree with that first part in gender and number (i.e. f.s., m.s., pl.). Like nouns and prepositions /bitaع/ may have the pronominal suffix.

Examples:

(m.s.)	kitá:b ilbínt	"the girl's book"
	kitá:b bitá:ع ilbínt	"the girl's book"
	kitá:b bitáعha	"a book of hers"
	?ikkitá:b bitáعha[1]	"her book"
(f.s.)	sá:عit ilwálad	"the boy's watch"
	sá:عa bitá:عit ilwálad	"the boy's watch"
	sá:عa bitáعtu	"his watch"
(pl.)	kútub ilbínt	"the girl's books"
	kútub bitú:ع ilbínt	"the girl's books"
	kútub bitúعha / kutub bitaعitha	"her books"

2. /bita:ع/ is sometimes used to avoid rather awkward constructions.

Thus šá:yi "my tea"

or kursíyya "my chair"

are usually replaced by šá:y bitá:عi

and kúrsi bitá:عi

---

[1] /-عha/sounds like/-kha/

3. The noun to which /bitá:ع/ refers may be immediately followed by a modifier.

Contrast:

a.	kitá:b ilwálad ikkibí:r	"the large book of the boy / the book of the big boy"
b.	?ikkitá:b ?ikkibí:r bitá:ع ilwálad	"the large book of the boy"

In (b.) the use of /bita:ع/ helps resolve the ambiguity of the modified construct in (a.).

Masculine Singular	Feminine Singular	Plural	
bitá:عi	bitáعti	bitú:عi	"mine"
bitá:عak	bitáعtak	bitú:عak	"yours" (m.s.)
bitá:عik	bitáعtik	bitú:عik	"yours" (f.s.)
bitá:عu(h)	bitáعtu(h)	bitú:عu(h)	"his"
bitáعha	bitaعítha	bitúعha	"hers"
bitáعna	bitaعítna	bitúعna	"ours"
bitáعkum	bitaعítkum	bitúعkum	"yours" (pl.)
bitáعhum	bitaعíthum	bitúعhum	"theirs"

4. The various uses of the term /bita:ع/ are very important. The following are some of the rules that govern it.

a. It must agree with the singular nouns in number and in gender.

Examples:

?ilmudárris bitáعi	"my teacher" (m.)
?ilmudarrísa(h) bitáعti	"my teacher" (f.)

b. With the dual nouns only the plural form /bitu:ع/ is used for both masculine and feminine.

Examples:

?ikkitabé:n bitú:عi	"my two books"
?issaعté:n bitú:عi	"my two hours," "my two watches"

c. With plural nouns, non-human masculine and feminine, the singular or the plural form can be used. But for human plurals, only the plural form is used.

Examples:

?ikkútub bitú:عi	"my books"
?ikkútub bitáعti	"my books"
?ilmudarrisí:n bitú:عi	"my teachers"

d. The word /bita:ع/ can be used as a substitute for pronoun endings.

Examples:

sáعti gidí:da(h)	"My watch is new."
?issá:عa btáعti gidí:da(h)	"My watch is new."

e. It implies emphasis when followed by an independent pronoun.

Example:

?issá:عa di btáعti ?ana	"This watch is mine."

f. It can be used in interrogative patterns."

Examples:

dí sáعa	"This is a watch."
dí sá:عit mi:n ?	"Whose watch is this?"
?issá:عa dí btá:عit mi:n ?	"Whose watch is this?"

EXERCISES

1. Complete the following patterns:

a. dá kitá:b ?̲áḥ̲m̲ar wídi ________ ḥ̲ám̲r̲a.

b. dá ?álami lá:kin il?álam dá ________.

d. fustá:n ilbínt ló:nu ________.

d. bádlit it̲t̲á:l̲ib ________ ________.

e. dó:l kútub ló:n ________ ________.

2. Answer in full sentence patterns (use pronominal suffixes):

a. ?é:h ló:n ilḥé:t̲a̲ ?

b. ló:n issabbú:r̲a ?̲áḥm̲ar wálla ?íswid ?

c. ?ikkitá:b dá bitá:ع mí:n ?

3. Put the words in parentheses in the correct form:

a. ?iṡ̲ṡ̲án̲t̲a (?̲áb̲yad̲) di (bitá:ع) Janet.

b. ?it̲t̲á:l̲ib̲ (?ísm) Jack wi (bádla) lúnha (búnni).

c. ?ikkar̲r̲á:sa (da) (ló:n) ?̲ás̲f̲ar.

4. Use the word /bitá:ع/ in each of the following patterns:

a. saعítha gamí:la

b. maktábi ?̲ás̲f̲ar

c. kitá:bu wálla kitá:bak ?

d. kar̲r̲á:sit Bob

e. bádlit mudárrisi

f. ló:n ʕalámkum ?áħmar

g. fustá:n Janet ?áxdar

h. fasatí:n ilbaná:t ħúmr

i. ?ustázna min masr

j. kutúbna gidí:da(h)

5. Negate the above patterns after introducing /bita:ع/.

UNIT

V

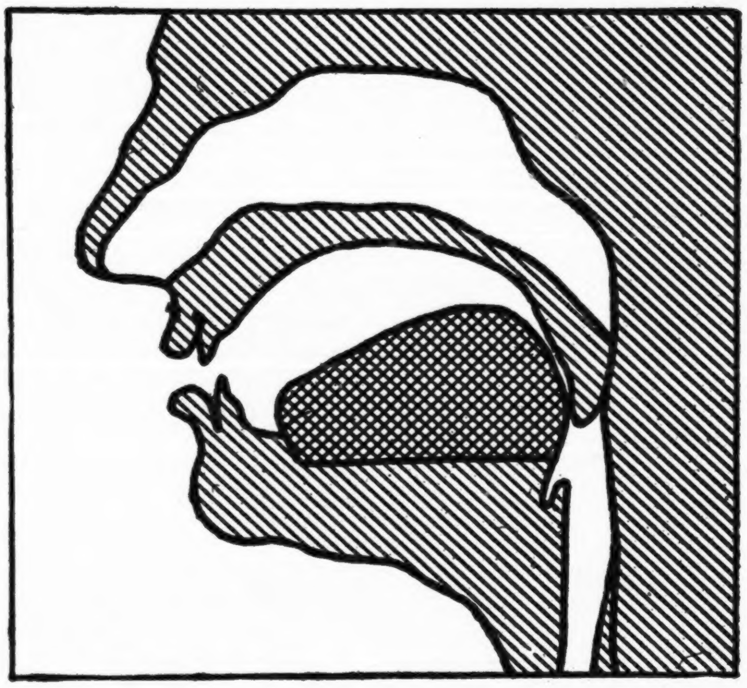
NUMBERS

جمال وناس

gima:l wi na:s

UVULAR /x/ AND /g/

/x/ is the voiceless uvular fricative produced by the friction of the uvula, the small flap hanging down from the edge of the soft palate. It is similar to the final Scottish sound in "loch." This sound is easily mastered by the English speaker, but the voiced counterpart /g/ is far more difficult to produce and is sometimes confused with American /r/ or even /g/ and /h/. Gargling may be a helpful device to practice it. It may be interesting to note that in Cairene Arabic it is considered a speech defect to pronounce /g/ and /r/ the same way.



غ ، خ

DRILL ON SOUNDS

UNIT V
NUMBERS

UVULAR /x/ AND /g/

Short /a/

gáraʔ	"drowning"	xáraʔ	"he made a hole"
gárr	"he deceived"	xárr	"it leaked"
gála	"he boiled"	xála	"space," "emptiness"
fárga	"empty" (f.)	fárxa	"a chicken"

Long /a:/

gá:b	"he was absent"	xá:b	"he became a failure"
gá:li	"expensive"	xá:li	"empty"
gá:ss	"full"	xá:ss	"private"
gá:r	"he became jealous"	xá:r	"he collapsed"

Long /i:/

gí:b	"be absent!"	xí:b	"be a failure!"
gí:ra	"jealousy"	xí:ra	"good choice"

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Long /u:/

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gú:ri	"get out!" (f.)	xú:ri	"priest"
g̲ú:s̲	"dive!"	x̲ú:s̲	"palm leaves"

BASIC VOCABULARY

Singular	Plural	
sá:ʕa	saʕá:t	"watch," "hour"
ká:m (followed by singular form)		"how much," "how many"
ħáfla	-a:t	"party"
?ímta ?		"when?"
?̱i̱ṉṉáẖaṟḏa		"today"
?imbá:riħ		"yesterday"
búkṟa		"tomorrow"
báʕd[1]		"after"
tá:ri:x	tawa:rí:x	"date," "history"
m::ẖáḏṟa	-a:t	"lecture"
?isbú:ʕ / gúmʕa	?asabí:ʕ / gumaʕ	"one week"
dilwá?t		"now"
?ábl[1]		"before"
š̱áẖr	š̱uẖú:r	"month"
sána / ʕá:m	siní:n / ?aʕwá:m	"year"
?inšá:?̱a̱ḻḻá:h		"God willing" (indicates future)
yó:m	?ayyá:m	"a day"

---

[1] If the pattern used includes a verb, ?ábl and báʕd should be followed by -ma. Compare báʕdᵊbúkṟa "after tomorrow" with báʕdᵊma kátab "after he had written."

?ílla		"less," "minus," "except"
mazbú:t / -a		"exact" (f.)
mi?axxár / -a		"slow" (f.)
di?í:?a	da?á:yi?	"one minute"
ʕí:d mi:lá:d	?aʕyá:d mi:lá:d	"birthday"

2. Days of the Week:

(yo:m)	(?)issábt	"Saturday" (beginning of the week in Arab countries)
	(?)ilħádd / ?il?áħad	"Sunday"
	(?)iliŧné:n	"Monday"
	(?)iŧŧalá:ŧ	"Tuesday"
	(?)il?árbaʕ	"Wednesday"
	(?)ilxamí:s	"Thursday"
	(?)iggúmʕa	"Friday" (holiday)

3. Months of the Year:

(šahr)	yaná:yir	"January"
	fibrá:yir	"February"
	má:ris	"March"
	?abrí:l	"April"
	má:yu	"May"
	yúnya(h) / yúnyu	"June"
	yúlya / yúlyu	"July"
	?agústus	"August"
	sibtímbir	"September"
	?uctó:bar	"October"

nufimbir

disimbir

4. Cardinal Numbers:

1.	(١)	wa:ḥid (m.) waḥda (f.)
2.	(٢)	?iŧne:n
3.	(٣)	ŧala:ŧa
4.	(٤)	?̱a̱ṟḇa̱عa
5.	(٥)	xamsa
6.	(٦)	sitta
7.	(٧)	sabعa
8.	(٨)	ŧamanya
9.	(٩)	tisعa
10.	(١٠)	عa̱š̱ṟa
11.	(١١)	ḥiḏa:š̱ar
12.	(١٢)	?ŧṉa:š̱ar
13.	(١٣)	ŧalaŧ̱ŧ̱a:šar
14.	(١٤)	?̱a̱ṟḇa̱عṯa:šar
15.	(١٥)	xamasṯa:š̱ar
16.	(١٦)	siṯṯa:š̱ar
17.	(١٧)	sabaعṯa:š̱ar
18.	(١٨)	ŧamanṯa:š̱ar
19.	(١٩)	tisaعṯa:š̱ar
20.	(٢٠)	عišri:n
30.	(٣٠)	ŧalaŧi:n
40.	(٤٠)	?arbiعi:n
50.	(٥٠)	xamsi:n
60.	(٦٠)	sitti:n
70	(٧٠)	sabعi:n
80.	(٨٠)	ŧamani:n
90.	(٩٠)	tisعi:n
100.	(١٠٠)	miyya
1,000.	(١٠٠٠)	?alf
2,000.	(٢٠٠٠)	?alfe:n
3,000.	(٣٠٠٠)	ŧalaŧ ?a:la:f (ŧalaŧŧala:f)
4,000.	(٤٠٠٠)	?̱a̱ṟḇa̱عŧala:f
5,000.	(٥٠٠٠)	xamastala:f

5. The fractions:

1/2	nus̱s̱	(١/٢)
1/3	ŧilŧ / ŧulŧ	(١/٣)
1/4	ṟuḇع	(١/٤)

xúms	(١/٥)	1/5
súds	(١/٦)	1/6
súbع	(١/٧)	1/7
ŧúmn	(١/٨)	1/8
túsع	(١/٩)	1/9
عúšr	(١/١٠)	1/10
wá:ḥid عála ḥ(i)d̲á̲:š̲ar	(١/١١)	1/11

6. Ordinal Numbers:

Masculine	Feminine	
?áwwil	?ú:la	"first"
ŧá:ni	ŧánya	"second"

The pattern for "third" through "tenth" is $C_1\acute{a}{:}C_2iC_3$ for the masculine, and $C_1\acute{a}C_2C_3a$ for the feminine:

ŧá:liŧ	ŧálŧa	"third"
r̲á̲:b̲i̲ع	r̲á̲b̲عa	"fourth"
xá:mis	xámsa	"fifth"
sá:dis	sádsa	"sixth"
sá:biع	sábعa	"seventh"
ŧá:min	ŧámna	"eighth"
tá:siع	tásعa	"ninth"
عá:šir	عá̲š̲ra	"tenth"

Notice the form and word order:

ŧa:liŧ walad	or	?ilwalad iŧŧa:liŧ	"the third boy"
ŧa:liŧ bint	or	?ilbint iŧŧalŧa	"the third girl"

DIALOGUE

S - Susan
K - Kama:l

S - ?issáɛa ká:m min f̲ad̲l̲ak ?[1]	"What time is it, please?"
K - ?issá:ɛa ɛáš̲r̲a wi n̲ús̲s̲	"The time is ten-thirty."
S - sáɛtak m̲az̲b̲ú:t̲a ?	"Is your watch accurate?"
K - lá? - sáɛti mi?addíma ŧálaŧ da?á:yi?	"No. My watch is three minutes fast."
S - ?ímta (?i)lħáfla ? / ?ilħáfla ?ímta ?	"When is the party?"
K - ?ilħáfla (?i)n̲n̲ah̲ár̲d̲a (?i)ssáɛa sábɛa	"The party is today at seven o'clock."
?ilħáfla búkr̲a	"The party is tomorrow."
?ilħáfla báɛdᵊ búkr̲a	"The party is the day after tomorrow."
S - ?in̲n̲ah̲ár̲d̲a ká:m f̲i̲š̲š̲áhr ?	"What is the date today?"
K - ?in̲n̲ah̲ár̲d̲a wá:ħid wi ɛišrí:n	"Today is the twenty-first."
S - ká:m tarí:x ilyó:m ?	"What is today's date?"
K - tísɛa wi ɛišrí:n ?uktó:bar ɛá:m / sanat ?álf wi tisɛumíyya sítta wisittí:n	"October 29, 1966."
S - ?ímta (?i)lmuħád̲r̲a (?i)l?ú:la	"When is the first lecture?"
K - báɛdᵊ ?isbú:ɛ	"After a week."
S - ká:m t̲á:lib filf̲ás̲l ?	"How many students are in the class?"
K - xámsa wi ɛišrí:n	"Twenty-five."

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1. Another possible word order is: kam issá:ɛa ?

GRAMMATICAL NOTES

1. Arabic numerals are classified under two categories:

   a. The cardinal numbers

   b. The ordinal numbers

2. Word order with the numerals /wá:ħid/ "one" and /?iŧné:n/ "two" is: Noun, Numeral. However, since the noun is inflected for the dual the use of /?iŧne:n/ with the dual noun is mostly for emphasis.

Examples:

wálad wá:ħid	"one boy"
bínt^{ə} wáħda	"one girl"
waladé:n (itne:n)	"two boys"
binté:n (itne:n)	"two girls"

Contrast:

sítt^{ə} wáħda	"one lady"
wáħda sítt	"some lady"

3. The cardinal numbers from three to ten take the plural form of objects numbered.

Examples:

filf̲ás̲l ŧálat ?awlá:d	"There are three boys in the classroom."
filf̲ás̲l ʕáṡ̲ar baná:t	"There are ten girls in the classroom."

4. The cardinal numbers from three to ten precede the objects numbered and have the pattern C_1áC_2aC_3 (except sítt "six"). Notice that the

noun following is in the plural form.

Examples:

ŧálaŧ ?awlá:d	"three boys"
ŧálaŧ baná:t	"three girls"

5. The cardinal numbers from eleven to infinity are followed by nouns in the singular form.

Examples:

ħid̲á:ŝ̲ar wálad	"eleven boys" (literally: eleven boy)
tisعí:n bínt	"ninety girls"
mí:t mudárris	"one hundred teachers"

6. Any indefinite number ("a few," "some") is expressed by /ŝuwáyya/, which precedes the objects numbered. These objects are broken or regular plurals, and are in a construct state.

Examples:

ŝuwáyyit ?awlá:d	"a few / some boys" (literally: few of boys)
ŝuwáyyit baná:t	"a few girls"

/ħawa:li/ is used like English "about." e.g. ħawá:li عiŝrí:n wálad, "about twenty boys"

7. The cardinal numbers from twenty to ninety are the same for both masculine and feminine and have the /-i:n/ ending.

Examples:

عiŝrí:n t̲á:l̲ib	"twenty students" (m.)
عiŝrí:n t̲a:líba(h)	"twenty students" (f.)

8. The compound numbers of the units and the tens are formed by prefixing the unit to the ten and joining them with /wi/ "and."

Example:

wá:ħid wi ʕišrí:n	"twenty-one" (literally: one and twenty)

These compound numbers may be defined.

Example:

katábt (?)ilxámsa wi ʕišrí:n gawá:b	"I wrote the twenty-five letters."[1]

9. The numerals which are made up of thousands, hundreds, tens, and units, are compounded in such a way that the thousands are put first and followed successively by the hundreds, units, and tens.

Examples:

?álf wi tusʕumíyya wi sítta wisittí:n	"1966"
?̲á̲r̲b̲aʕ talá:f wi xumsumí:t sana	"4,500 years"

10. The numeral adverbs such as once, twice, etc., are expressed as follows:

m̲ár̲r̲a	"once"
m̲ar̲r̲ité:n	"twice"
tálat m̲ar̲r̲á:t	"three times"

11. The distributive adjectives are expressed by repeating the cardinal numbers once.

Example:

rúħna ?iθné:n iθné:n	"We went two by two."

---

[1] Contrast with the word order in katábt ilgawá:b ilxámsa wiʕišrí:n, "I wrote the 25th letter."

12. The multiplicative adjectives are derived from the cardinal numbers and follow the pattern $\mathrm{mu}C_1\acute{a}C_2C_2aC_3$, except "singular" and "dual."

Examples:

múfrad	"singular"
mus̸ánna	"dual"
mus̸állas̸	"triangle"
muráb̲b̲aع	"square"

13. The numeral adjectives express the number of parts of which a whole is made up. They take the form $C_1uC_2\acute{a}{:}C_3i$, except the first.

Examples:

?awwáli	"primary"
s̸uná:?i	"bilateral"
s̸ulá:s̸i	"trilateral"

14. The fractions are formed according to a certain pattern, namely, $C_1\acute{u}C_2C_3$, except that "one-third" follows $C_1iC_2C_3$ / $C_1uC_2C_3$.

Examples:

n̲ús̲s̲	"half"
t̸ílt̸ / t̸ult̸	"one-third"
r̲úb̲ ع	"one-fourth"

15. The practice in writing dates in letters, books, and periodicals is in the order of day, month, year.[1]

---

[1] In Egypt four calendars are used: (1) the Western (garbi or mi:la:di) is the most common; (2) the Arabic (عarabi or higri) for Islamic events; (3) the Syrian-Lebanese; (4) the Coptic (?ib̲t̲i) for crops and seasons.

Example:

xamastá:s̊ar fibrá:yir ɛá:m ?álfwitusɛumiyya sitta wisitti:n	"February 15, 1966" ١٥ فبراير ١٩٦٦

or

xamastá:s̊ar ?itné:n ?álf witusɛumíyya sítta wisittí:n	١٥ / ٢ / ١٩٦٦

EXERCISES

1. Complete each pattern as shown in the example:

Example: a. ?iliŧné:n ?áwwil yó:m fil?usbú:ع

b. ________ ŧá:ni yó:m fil?usbú:ع

Example: d. yaná:yir ?áwwil š̲áh̲r fissána

e. ?ibrí:l ________ š̲áh̲r fissána

f. ________ tá:siع š̲áh̲r fissána

Example: g. ta:rí:x ilyó:m tísعa wi عišrí:n yaná:yir sánat ?álfwitusعumíyya xámsa wisittí:n

h. ta:rí:x búkra ________

i. ta:rí:x ?imbá:riħ ________

2. Write the missing numbers:

a. ħid̲á:š̲ar ________ ________ ŧamánya sábعa ________ xámsa ?̲ar̲baعa ŧala:ta

b. ?itn̲á:š̲ar = ________ + ŧalá:ŧa

c. ________ = sábعa + ŧamánya

3. Answer the following questions:

a. ka:m issá:عa ?

b. ?ímta muħád̲rit ilعár̲abi ?

c. búkra ssábt wálla l?áħad ?

d. ?áwwil il?usbú:ع fimás̲r ímta ?

e. ká:m sá:عa filyó:m ? (Contrast this question with the first one.)

4. Read the following numerals and provide the missing ones:

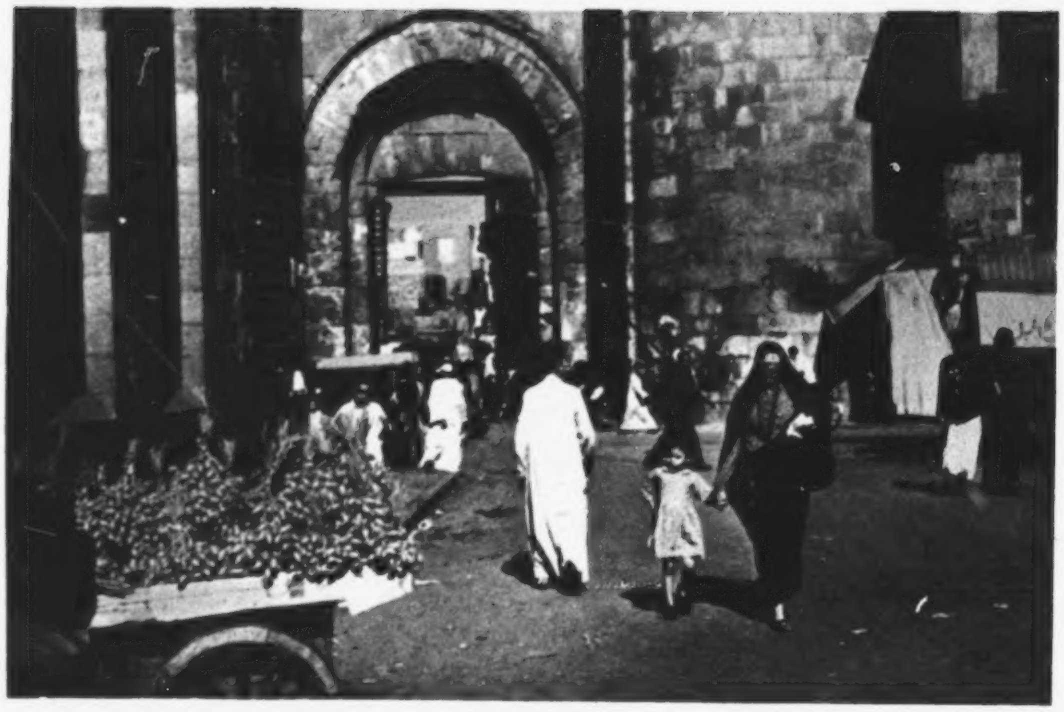
a. ٣ ٧ __ ١١ ١٣ __ ١٧

b. ١٤ / ١٠ / ١٩٦٦ __ اكتوبر ١٩٦٦

c. ٢٥ __ ٧٥ __ ١٢٥

UNIT
VI

THE FAMILY
العيلة



ام وبنتهـــا.

?um wibintaha

PHARYNGEAL /ع/ AND LARYNGEAL /ʔ/

/ع/ is the voiced counterpart of /ḥ/ ح . It is perhaps the most elusive of Arabic consonants and, as a result, takes long practice to identify. The fact that it is both voiced and pharyngeal makes the auditory effects sound like a low vowel.

/ʔ/ is the laryngeal glottal stop which actually is not an unfamiliar sound to the English speaker when air at the glottis is compressed and suddenly released. It occurs in English when initial or medial stressed vowels (in such words as "out" and "co-operate") are emphatically pronounced. But of course it does not have the significance it has in Arabic. For example, xála, "open space" is in contrast with xálaʡ, "he created" and can be further contrasted with xálaع, "he took off (clothes)." It is normal to elide the /ʔ/, especially when it is not part of the consonantal root, if preceded by a consonant. The glottal stop /ʡ/, which can be replaced by /q/ (in classical forms), is not elided.

Here are some examples to illustrate usage:

(a)	kitá:b ilwálad	كتاب الولد	"the boy's book"
(b)	kitá:b ʔilwálad	كتاب الولد	"the boy's book"
(c)	kitá:b ʡadí:m	كتاب قديم	"an old book"
(d)	kitá:b ʡadí:m	كتاب قديم	"an old book"

Dropping /ʔ/ in pattern (a) is normal, but in pattern (d) is unacceptable. Retaining /ʔ/ in pattern (b) is permissible in deliberate speech and in pattern (c) is normal. It should be noticed that /ʡ/ in (c) is written ق and pronounced /q/ in formal Arabic.

UNIT VI

THE FAMILY

?ilعe:la(h) العيله

DRILL ON SOUNDS

PHARYNGEAL /ع/; LARYNGEAL /?/

ʡá:l	قال	"he said"	عá:l	عال	"good," "fine"
ʡádd	قد	"as much"	عádd	عد	"he counted"
?í:d	أيد	"hand"	عí:d	عيد	"feast"
?a̱ga:ṟib	اقارب	"relatives"	عa̱ga:rib	عقارب	"scorpians"
šá:?	شاء	"he wished"	šá:ع	شاع	"it became known"
xálaʡ	خلق	"he created"	xálaع	خلع	"he took off (clothes)"
?ásraʡ	اسرق	"I steal"	?ásraع	اسرع	"quicker"
sábaʡ	سبق	"race," "he outran"	sábaع	سبع	"seven"
su?á:l	سؤال	"question"	suعá:l	سعال	"coughing"
ṟá?̱a	رأى	"he saw"	ṟáعa	رعى	"he looked after"
sáʡa	سقى	"he watered"	sáعa	سعى	"he tried"
náʡl	نقل	"moving," "transfer"	náعl	نعل	"sole" (of shoes)

BASIC VOCABULARY

Singular		Plural		
عé:la/ عa:?ila[1]	عيله / عائله	-a:t	عائلات	"family"
?ább	اب	?abbahá:t / ?a:bá:?	آباء	"father"
?úmm	ام	?ummahá:t	امّهات	"mother"
?íbn	ابن	?abná:?	ابناء	"son"
bínt	بنت	baná:t	بنات	"daughter," "girl"
?áxx	اخ	?ixwá:t[2]/ ?ixwa	اخوات / اخوه	"brother"
?úxt	اخت	?ixwá:t	اخوات	"sister"
عámm	عمّ	?aعmá:m	اعمام	"uncle" (father's brother)
xá:l	خال	?ixwá:l	اخوال	"uncle" (mother's brother)

---

1. In formal Arabic one of these two synonyms may be used: ?alعa:?íla العائلة ; ?al?úsra الاسرة

2. In formal Arabic the form ?axawá:t is limited to plural feminine, i.e. "sisters."

gídd	جد	gidú:d / ?agdá:d	جدود / اجداد	"grandfather"
ʡarí:b	قريب	ʡ̲ar̲á:yib / ?̲aq̲á:rib	قرايب اقارب	"relative"
ʡarí:b / ʡuráyyib min	قريب من	-i:n	قريبين	"near from"
f̲arh̲á:n	فرحان	-i:n	فرحانين	"glad"
zaعlá:n (mīn / máعa)	زعلان (من / مع)	-i:n	زعلانين	"sad," "angry" (with, at)
t̲awí:l	طويل	t̲iwá:l	طوال	"tall," "long"
ʡ̲us̲áy̲y̲ar	قصير	-i:n	قصيرين	"short"
s̊á:t̲ir	شاطر	-i:n / s̊ut̲t̲á:r	شاطرين شطّار	"smart"
kibí:r[1]	كبير	kubá:r	كبار	"big," "old," "great"

---

[1] Notice that the word ʡadí:m, "old" is used to refer to things, whereas kibi:r refers to people. However, in referring to "the ancients" the plural /?alqudama:?/ is used.

PASSAGE

عe:lit Ibrahi:m "Ibrahim's Family"

1. Ibrahí:m min عé:la kbí:ra — "Ibrahim belongs to a big /great family."

ابراهيم من عيلة كبيرة

2. lúh ŧálaŧ ixwá:t--?uxté:n
wi ?áxxə wá:ħid — "He has three brothers and sisters--
two sisters and one brother."

له ثلاث اخوات ـ اختين واخ واحد

3. عándu(h) ?úxt ismáha Nádya — "He has a sister named Nadya."

عنده اخت اسمها نادية

4. Ibrahí:m mudárris lá:kin
?úxtu(h) líssa[1] t̲a:l̲iba — "Ibrahim is a teacher but his sister
is still a student."

ابراهيم مدرّس لكن اخته لسّه طالبة

5. húwwa t̲awí:l gíddan lá:k̲i̲n̲
(?)úxtu(h) la t̲awí:la wála
?̲us̲ay̲y̲ár̲a — "He is very tall but his sister is
neither tall nor short."

هو طويل جدا لكن اخته لا طويلة ولا قصيرة

6. Nádya bint gamí:la wi
kiwayyísa bássəyó:m zaعlá:na
wiyó:m f̲ar̲ħ̲á:n̲a — "Nadya is a pretty and good girl,
but she is sometimes angry (or sad)
and sometimes joyful."

نادية بنت جميلة وكويّسة بسّ يوم زعلانة ويوم فرحانة

7. ?abú:ha m̲i̲n̲ Iskindiríyya
wi (?u)m̲m̲áha milqa:h̲í̲r̲a — "Her father is from Alexandria and
her mother from Cairo."

ابوها من اسكندرية وامّها من القاهرة

---

[1] Another more formal pattern is la: za:lat لا زالت

8. min xámas siní:n ilɛé:la
ká:nit fiskindiríyya
lá:kin húmma dilwá?ti[1]
filq̲a:h̲ír̲a(h)

"Five years ago the family was in Alexandria but now they are in Cairo."

من خمس سنين العيلة كانت فى اسكندريّة لكن هم
دلوقتى فى القاهرة

9. Nádya ɛandáha ṡ̲ánt̲a b̲é:d̲a
s̲ug̲ay̲y̲ar̲a wi fustá:n ?̲áb̲yad̲
gami:l

"Nadya has a small white purse and a pretty white dress."

نادية عندها شنطة بيضاء صغيرة وفستان ابيض جميل

10. fi ?ayyá:m il?usbú:ɛ Nadya
ya filbé:t ya filmadrása
lá:kin yo:m iggúmɛa (híyya)
la filbé:t wála filmadrása

"On weekdays Nadya is either at home or at school but on Friday she is neither at home nor at school."

فى ايام الاسبوع نادية يا فى البيت يا فى المدرسة ،
لكن يوم الجمعة (هى) لا فى البيت ولا فى المدرسة

---

[1] Another more formal pattern is ?al?a:n الآن

GRAMMATICAL NOTES

1. Patterns with /ɛánd/[1] عند "with," "at":

a.	ɛándi kitá:b	عندى كتاب	"I have a book."
b.	húwwa ɛandína	هو عندنا	"He is at our place."
c.	ɛandáha ɛišrí:n sána	عندها عشرين سنة	"She is twenty years old."
d.	min ɛándi	من عندى	"from me"
e.	lak ɛándi	لك عندى	"I owe you"

2. Patterns with /li/ ل "to," "for":

a.	liggí:za	للجيزة	"to Giza"
b.	líyya[2]	لى	"belonging to me"
c.	líyya hína xámas siní:n	لى هنا خمس سنين	"I have been here for five years."

3. Contrast:

a.	lúh[3] kitá:b	له كتاب	"He has a book." (i.e. to be given to him)
b.	ɛándu(h) kitá:b	عنده كتاب	"He has a book." (i.e. with him)
c.	lú(h) xámas siní:n	له خمس سنين	"He has been (here) for five years."

In formal Arabic the pronunciation is:

(1) ɛínd ; (2) li: ; (3) láhu

d. ɛándu(h) xámas siní:n عنده خمس سنين "He is five years old."

4. Paradigm (/l-/ + Pronominal Suffix):

líyya	لى	1.s.
lák / lík	لك	2.s.m.
lí:k / líki[1]	لكِ	2.s.f.
lúh / lí:h	له	3.s.m.
líha /láha	لها	3.s.f.
lí:na / lína	لنا	1.pl.
lúku(m) / líku(m)	لكم	2.pl.
lúhum / líhum	لهم	3.pl.

5. Patterns with /ya ... ya/[2] يا . . . يا "either ... or":

a. (with nouns)

ya, lbínt ya lwálad hina	يا البنت يا الولد هنا	"Either the girl or the boy is here."

b. (with verbs)

ya, tíktib ya(?)ázɛal minnak	يا تكتب يا ازعل منك	"(Either you) write or I'll be angry with you."

6. Patterns with /la ... wála/ لا . . . ولا "neither ... nor":

---

[1] In formal Arabic the first vowel in the rest of the paradigm is invariably /-a-/. e.g. lak, lah, lana, etc.

[2] This form should be distinguished from the vocative /ya/ يا which, is not followed by /?al-/. e.g. ya bínt! يا بنت "Girl!" ya wálad! يا ولد "Boy!"

a. (with nouns)

la ħárb wála salá:m	لا حرب ولا سلام	"neither war nor peace"

b. (with verbs)

la yíʡra wála yíktib	لا يقرأ ولا يكتب	"He neither writes nor reads."
la s̲ál̲l̲a wála s̲á:m	لا صلّى ولا صام	"He neither prayed nor fasted."

7. Patterns with /la:kin/ لكن "but":

a.	húwwa t̲awí:l lá:kin ?úxtu ʡus̲ay̲y̲ár̲a	هو طويل لكن اخته قصيرة	"He is tall but his sister is short."

8. Verb /ka:n كان "to be":

a. This verb is used to mark the past tense. It can be used with verbal or verbless patterns. Compare the following sentences:

húwwa hína	هو هنا	"He is here."
húwwa ká:n hína	هو كان هنا	"He was here."
húwwa kátab	هو كتب	"He wrote."
húwwa ká:n kátab	هو كان كتب	"He had written."
húwwa ká:n biyíktib	هو كان بيكتب	"He was writing."

b. Patterns with /ka:n/ كان :

ká:n fí: wálad	كان فيه ولد	"There was a boy."
ká:n fí: bínt	كان فيه بنت	"There was a girl."
ká:n fí: ?awlá:d	كان فيه اولاد	"There were boys."

c. Paradigm:

kúnt	كُنْت	1.s.
kúnt	كُنت	2.s.m.
kúnti	كُنتِ	2.s.f.
ká:n	كان	3.s.m.
ká:nit	كانت	3.s.f.
kúnna	كُنّا	1.pl.
kúntu(m)	كُنْتم	2.pl.
ká:nu	كانوا	3.pl.

9. Negation (see page 30)

The forms /miš/ and /m ... š/ may be used in negative patterns with semantic differences.[1]

Compare the negation of the two patterns:

Positive	Negative
ɛándi kitá:b عندى كتاب "I have (own) a book."	maɛándi:š kitá:b ماعنديش كتاب "I don't have a book."
?ikkitá:b ɛándi الكتاب عندى "The book is with me."	?ikkitá:b miš ɛándi الكتاب مش عندى "The book is not with me."

---

[1] The form /muš/ موش is sometimes used.

To negate verbs:

a. /m ... š/ is used with the perfect (non-prefixed) and the imperfect. (y- form).

Examples:

kátab	makatábš
كتب	ماكتبش
"He wrote."	"He didn't write."
húwwa yíktib	huwwa mayiktíbš
هو يكتب	هو ما يكتبش
"Let him write."	"Let him not write."

b. With the object pronominal suffix /-u/ or /-ha/ the vowel preceding /š/ is lengthened and stressed. However, if two consecutive consonants follow the suffix, the final vowel is short.

Examples:

šúftu	mašuftú:š
شفته	ماشفتوش
"I saw it." (m.s.)	"I didn't see it."
katabtílu	makatabtilú:š
كتبت له	ماكتبتلوش
"I wrote to him."	"I did not write to him."
šuftáha	mašuftahá:š
شفتها	ماشفتهاش
"I saw it." (f.s.)	"I didn't see it."

šúftak شفتك	mašuftákš ماشفتكش
"I saw you." (m.s.)	"I didn't see you."

c. With two-part verbs either verb may be negated.

Example:

ka:n kátab	makánš kátab / ka:n makatábš
كان كتب	ماكانش كتب / كان ماكتبش
"He had written."	"He hadn't written."

d. /miš/ or /m ... š/ may be used with other prefixed verb forms.

Examples:

biyíktib	mabyiktíbš / miš biyíktib
بيكتب	مابيكتبش / مش بيكتب
"He is writing."	"He is not writing."
hayíktib	mahayiktíbš / miš hayíktib
هيكتب	ماهيكتبش / مش هيكتب
"He will write."	"He will not write."

e. With oath words the /š/ may be left out.

Example:

wallá:hi mašúftu(h)	"By God I have not seen him." والله ماشفته

Interrogation: use of /miš/

The interrogative /miš/ is never split. Furthermore, it may be distinguished from the negative form /miš/ by word order.

Examples:

húwwa hína--miš kída ? "He is here. Isn't it so?"

هو هنا ـ مش كده؟

?ikkitá:b miš ʕándak ? "Isn't the book with you?"

الكتاب مش عندك؟

miš ʕándak kitá:b ? "Don't you have (own) a book?"

مش عندك كتاب؟

Apart from intonation word order is significant.

Compare:

Negative huwwa miš hína "He is not here."

هو مش هنا

Interrogative miš húwwa hína ? "Isn't he here?"

مش هو هنا ؟

Negative huwwa maʕandú:š kitá:b "He does not have a book."

هو ماعندوش كتاب

Interrogative huwwa miš ʕándu kitá:b ? "Doesn't he have a book?"

هو مش عنده كتاب ؟

Another common interrogative pattern is /miš ... ?illi/.

Examples:

miš húwwa (?i)lli kátab ilgawá:b ? "Isn't it he who wrote the letter?"

مش هو اللى كتب الجواب ؟

miš ilbínt di híyya (ʔi)lli šuftáha ?	"Isn't this the girl you have seen?"

مش البنت دى هى اللى شفتها ؟

EXERCISES

1. Answer the questions using the following patterns:

min xámas siní:n	من خمس سنين
?alqa:híra	القاهرة
fi gámعit ilqa:híra	فى جامعة القاهرة
?úxtᵊwáhda	اخت واحدة
?iskindiríyya	اسكندرية
?axxé:n	اخين
?ábyaḍ	ابيض

a. Nadya láha ka:m ?áxx ? wi ka:m ?úxt ?

نادية لها كم اخ ؟ وكم اخت ؟

b. ?abu:ha min ?áyyᵊbálad ? wummáha miné:n ?

ابوها من اىّ بلد ؟ وامّها منين ؟

c. fustánha ló:nu ?é:(h) ?

فستانها لونه ايه ؟

d. Ibrahí:m mudárris fé:n ?

ابراهيم مدرّس فين ؟

e. ?ilعa:?íla filqa:híra min ?ímta ?

العائلة فى القاهرة من امتى ؟

2. Substitute pronominal suffixes for the words in parentheses.

a. عé:lit (Ibrahí:m) kibí:ra

عيلة (ابراهيم) كبيرة

b. عánd (Ibrahí:m wúxtu(h)) kútub kiŧí:ra

عند (ابراهيم واخته) كتب كثيرة

c. ṡ̱áṉṯit (Nádya) ḇé:ḏa[1]

شنطة (نادية) بيضاء

d. li (Nádya) ?úxt^{ə}wáħda

ل (نادية) اخت واحدة

e. عánd (?ána wínta) ṡ̱úṉaṯ só:da

عند (انا وانت) شنط سودا

3. Read the following passage and then answer the questions.

?ana smi Fari:d. ?ana عándi ?̱áṟḇaع ixwá:t. kunt^{ə} filg̱a:híṟa min ŧálaŧ sini:n. liyya ?axx ism عa:dil. عa:dil filg̱a:hiṟa figgamعa.

انا اسمى فريد . انا عندى اربع اخوات. كنت فى القاهرة من ثلاث سنين. لى اخ اسمه عادل. عادل فى القاهرة فى الجامعة.

Questions:

a. Fari:d luh kam ?áxx ?	ا فريد له كم اخ ؟
b. Fari:d filg̱a:híṟa ?	ب فريد فى القاهرة ؟
c. ?axu Fari:d ismu ?é:(ħ) ?	حـ اخو فريد اسمه ايه ؟
d. huwwa fi ?ayy^{ə} gámعa ?	د هو فى ايّ جامعة ؟

---

[1] In formal Arabic: سوداء , بيضاء , خضراء , etc. are pronounced with final -a:?

UNIT
VII

GIFTS
FROM THE MUSKI
هدايا من الموسكى

UNIT VII

hadá:ya milmúski — GIFTS FROM THE MUSKI — هدايا من الموسكى

PATTERNS FOR PRACTICE

nízil ilbálad	نزل البلد
nízil ilbálad ?	نزل البلد ؟
mi:n ílli nízil ilbálad ?	مين اللى نزل البلد ؟
rá:ħu maħáll ?	راحوا محلّ ؟
hadá:ya lعí:d	هدايا العيد
biybí:ع (?)as̲n̲á:f kiŧí:ra	بيبيع اصناف كثيرة
biybí:ع (?)é:(h) ?	بيبيع ايه ؟
rígعu lbé:t	رجعوا البيت
?ištára ?é:(h) ?	اشترى ايه ؟
?ištára fustá:n wi šánt̲a wibádla(h)	اشترى فستان وشنط وبدلة
?ixwá:tu ʡablú:(h) عalbá:b	اخواته قابلوه على الباب

BASIC VOCABULARY

Perfect		Imperfect		
fíd̲il	فضل	yífd̲al	يفضل	"continue," "remain"
báʔa	بقى	yíbʔa	يبقى	"remain"
rígiع	رجع	yírgaع	يرجع	"return"
fíriḥ	فرح	yífr̲aḥ min / bi	يفرح من / ب	"be glad, joyful"
?inb̲ásat̲	انبسط	yinb̲ásat̲	ينبسط	"be pleased, happy"
nízil	نزل	yínzil	ينزل	"descend," "go down"
?ištára	اشترى	yištíri	يشترى	"buy"
bá:ع	باع	yibí:ع	يبيع	"sell"
ʔá:bil	قابل	yiʔá:bil	يقابل	"meet"

Singular		Plural		
f̲á:d̲il	فاضل	-i:n	فاضلين	"continue,""remain" (active participle)
bá:ʔi	باقى	-i:n	باقيين	"remain" (active participle)
rá:giع	راجع	-i:n	راجعين	"return" (active participle)
farḥá:n	فرحان	-i:n	فرحانين	"glad," "joyful" (adjective)

m̲ab̲sú:t̲ min	مبسـوط من	-i:n	مبسـوطين	"pleased," "happy" (adjective)
s̲ánf	صنف	?as̲n̲á:f	اصـناف	"kind," "type"
gázma	جزمـة	gízam	جـزم	"shoe"
ħiđá:?	حـذاء	?aħđíya	احذيـة	"shoe" (F.)
bádla	بدلـة	bídal	بـدل	"suit"
fustá:n	فسـتان	fasatí:n	فسـاتين	"dress"
waxilá:fu	وخلافـه			"and other things"
?ílli	اللى			"who," "whom," "which," "whose"
?ánhu	انـهو			"Which?" (m.)
?ánhi	انـهى			"Which?" (f.)
wáyya	ويّـا			"with"
hidíyya	هديّـة	hadá:ya	هدايا	"gift," "present"
ħá:ga	حاجـة	-a:t	حاجـات	"thing," "something"
?ilmúski	الموسـكى			"Muski" (shopping center in Cairo)

Idiomatic Expressions

nízil ilbálad	نـزل البلد	"go downtown"
fí:(h) ħá:ga ?	فـيه حاجـة ؟	"Is there anything (the matter)?"
mafí:š ħá:ga	مفـيش حاجـة	"nothing"
di ħá:ga wi di ħá:ga	دى حاجة ودى حاجـة	"This is one thing and that is quite another."

عašá:n / عalašá:n	عشان /علشان	"for," "in order to," "because"
عašá:n mi:n ?	عشان مين ؟	"For whom?"
عašá:ni / -u / -ak	عشانى / عشانه / عشانك	"for me, him, you (m.s.), etc."
عašá:n yíktib	عشان يكتب	"in order (for him) to write"
عašá:n yísmaع	عشان يسمع	"in order (for him) to hear"

PASSAGE

Ibrahí:m nízil (?)ilbálad húwwa
wúxtu issugayyára Nadya

"Ibrahim went downtown with his young sister Nadya."

ابراهيم نزل البلد هو واخته الصغيّرة نادية

nízlu (?i)lbálad عašá:n yištíru
hadá:ya (?i)lعi:d

"They went downtown to buy the Feast's gifts."

نزلوا البلد عشان يشتروا هدايا العيد

?ilعí:d ka:n (fá:dil / bá:?i)
عalé:(h) xámas ?iyyá:m

"It was five days before the Feast."

العيد كان (فاضل / باقى) عليه خمس ايّام

rá:ħu máħall^ə filmúski smu
maħáll^ə عumar afándi

"They went to a store in Musky named Omar Effendi Store."

راحوا محلّ فى الموسكى اسمه محلّ عمر افندى

?ilmáħall^ə da biybí:ع ?asná:f
kiŧi:ra — fasati:n wi šúnat
wi bídal wigizam wixilá:fu

"This store sells various kinds (of goods): dresses, cases, suits, shoes, and other things."

المحلّ ده بيبيع اصناف كثيرة : فساتين وشنط وبدل وجزم وخلافه

Ibrahi:m ?ákbar ixwá:tu(h) wika:n
عá:yiz yištíri hidiyya likúll^ə
wá:ħid min ixwá:tu ?ílli ?ásgar
mínnu(h)

"Ibrahim is the eldest brother and he wanted to buy a gift for every one of his younger brothers (and sisters)."

ابراهيم اكبر اخواته وكان عايز يشترى هديّة لكلّ واحد من اخواته
اللى اصغر منه

?ištára fustá:n liNádya wišánta
liSálwa wi bádla liSami:r

"He bought a dress for Nadya, a purse for Salwa, and a suit for Samir."

اشترى فستان لنادية ، وشنطة لسلوى ، وبدلة لسمير

báعdᵊma (?i)štáru,(?i)lhadá:ya ?áxađu táksi wi rígعu (?i)lbé:t	"After they had bought the gifts they took a cab and returned home."

بعدما اشتروا الهدايا اخذوا تاكسى ورجعوا البيت

lámma wás̲al I̲br̲ahi:m ilbé:t ixwá:tu ʔablú:(h) عalbá:b	"When Ibrahim reached home, his brothers (and sisters) met him at the door."

لمّا وصل ابراهيم البيت اخواته قابلوه على الباب

ká:nu kullúhum m̲ab̲s̲u:t̲í:n wi f̲ar̲ħani:n giddan	"They were all very happy and joyful."

كانوا كلّهم مبسوطين وفرحانين جدّا

DIALOGUE

A - John
B - Janet

A - mí:n illi nízil ilbálad ? "Who went downtown?"

مين اللى نزل البلد ؟

B - Ibrahí:m (húwwa lli nízil ilbálad) "Ibrahim (he was the one who went downtown)."

ابراهيم (هو اللى نزل البلد)

A - mí:n ilbínt ílli ká:nit wayyá:(h) ? "Who is the girl who was with him?"

مين البنت اللى كانت ويّاه؟

B - d(i?)úxtu (?ílli ká:nit wayyá:(h)) "That is his sister (who was with him.)"

دى اخته (اللى كانت ويّاه)

A - wi ?é:(h) ilḥagá:t illi ká:nit maعá:(h) ? "And what are the things that were with him?"

وايه الحاجات اللى كانت معاه؟

B - di lhadá:ya lli ?ištará:ha عašá:n ilعi:d "Those were the gifts that he bought for the Feast."

دى الهدايا اللى اشتراها عشان العيد

A - ?úxtu ?ánhi lli ká:nit wayyá:(h) ? "Which sister was (the one that was) with him?"

اخته انهى اللى كانت ويّاه؟

B - d(i?)úxtu (?i)ssugayyára lli smáha Nadya "That is his little sister whose name is Nadya."

دى اخته الصغيرة اللى اسمها نادية

A - wilmaḥállᵊ smu ?é:(h) ílli dáxalu:(h) ?

"What is the name of the shop that they entered?"

والمحلّ اسمه ايه اللى دخلوه؟

B - da maḥállᵊ ʕúm̲ar ílli fi ilmúski

"That is the shop of Umar that is in Muski."

ده محلّ عمر اللى فى الموسكى

A - ?ílli fé:n ?

"That is where?"

اللى فين؟

B - ?ílli filmúski

"That is in Muski."

اللى فى الموسكى

A - wilhadá:ya lli štará:ha ʕašá:n mí:n ?

"And for whom are the gifts which he has bought?"

والهدايا اللى اشتراها عشان مين؟

B - ʕašá:n (?)ixwá:tu lli ?ás̲g̲ar mínnu(h)

"For his brothers (and sisters) who are younger than he."

عشان اخواته اللى اصغر منه

GRAMMATICAL NOTES

1. /?illi/ اللى is a relative pronoun uninflected for gender, number, or case.

Examples:

(a)	?ilwálad ílli hína	الولد اللى هنا	"The boy who is here..."
(b)	?ilbínt ílli hína	البنت اللى هنا	"The girl who is here..."
(c)	?il?awlá:d ílli hína	الاولاد اللى هنا	"The boys who are here..."

In formal Arabic the following relative pronouns are used:

(a) ?alládi الّذى (b) ?alláti الّتى (c) ?alladi:na الّذين

/?illi/ اللى is used only to refer to a noun with /?il-/.

Compare:

di (?i)lbínt ílli šuftáha	دى البنت اللى شفتها	"This is the girl (that) I have seen." (literally: I have seen her)
di bínt šuftáha	دى بنت شفتها	"This is a girl I have seen." (literally: I have seen her)

Notice that the object pronominal suffix /-ha/ "her" is used with the verb in both the first and second examples.

/?illi/ اللى may be used with noun or prepositional phrases.

Examples:

?ilbínt ílli fustánha ?áh̲mar	البنت اللى فستانها احمر	"The girl whose dress is red..."

?ilwálad illi عándu kitá:b	الولد اللى عنده كتاب	"The boy who has a book..."

2. Comparison in Arabic may be expressed by: Adj. + عan

Examples:

?ilwálad kibí:r عan ilbínt	الولد كبير عن البنت	"The boy is older than the girl."
?ilbínt kibí:ra عan ilwálad	البنت كبيرة عن الولد	"The girl is older than the boy."

Comparison in its typical form may also be expressed by the "uninflected" pattern (formed from adjectives): $?aC_1C_2aC_3$ + min

Examples:

?ilwálad ?ákbar min ilbínt	الولد اكبر من البنت	"The boy is older than the girl."
?ilbínt ?ákbar min ilwálad	البنت اكبر من الولد	"The girl is older than the boy."

Notice how the comparative is formed from adjectives:

Adjective →	Consonants →	$?aC_1C_2aC_3$
sugáyyar / sagí:r صغير "young"	C_1 = s ; C_2 = g ; C_3 = r	?ásgar اصغر "younger"
tawí:l طويل "tall"	C_1 = t ; C_2 = w ; C_3 = l	?átwal اطول "taller"
gamí:l جميل "beautiful"	C_1 = g ; C_2 = m ; C_3 = l	?ágmal اجمل "more beautiful"

3. The superlative degree is expressed by:

a. $?aC_1C_2aC_3$ + N (s.)

b. $?aC_1C_2aC_3$ + ?al + N (pl.)

c. $?aC_1C_2aC_3$ + Pronominal Suffix

d. ?al + $?aC_1C_2aC_3$

Examples:

a. húwwa ?ákb̲ar wálad "He is the eldest / biggest boy."

هو اكبر ولد

b. húwwa ?ákb̲ar il?awlá:d هو اكبر الاولاد

c. huwwa ?akb̲árhum هو اكبرهم

d. huwwa (?i)l?ákb̲ar هو الاكبر

(or)

huwwa (?i)lwálad il?ákb̲ar هو الولد الاكبر

The superlative degree may also be expressed by:

a. ?al + Adj.

• Adj. + Pronominal Suffix

Examples:

a. huwwa (?i)lwálad ilkibí:r "He is the eldest son."

هو الولد الكبير

b. huwwa kibírhum هو كبيرهم

3. Purpose, cause, or reason may be expressed by:

a. ʕašá:n / ʕalašá:n + V / N / Pronominal Suffix

b. li?ann + N / Pronominal Suffix

Examples:

húwwa ?áxađ ţáksi ʕašá:n yíws̲al ilm̲ah̲át̲t̲a "He took a cab to get to the station."

هو اخذ تاكسى عشان يوصل المحطّة

hu̦wwa ?áxạd̸ táksi la̦?ínnu ع‎a:wiz yiws̲al il̲m̲a̲h̲át̲t̲a — "He took a cab because he wanted to get to the station."

هو اخذ تاكسى لأنه كان عاوز يوصل المحطّة

?ittáksi ع‎ašá:n il?ustá:d̸ — "The cab is for the gentleman."

التاكسى عشان الاستاذ

?ittáksi ع‎ašá:nu — "The cab is for him."

التاكسى عشانه

c. In formal Arabic /l-/ is used instead of ع‎aša:n / ع‎alaša:n.

Examples:

lil?usta:d	للاستاذ	"for the gentleman"
lahu	له	"for him"
liyas̲ila	ليصل	"in order to arrive"

EXERCISES

1. Put the words in parentheses in the correct form.

a. huwwa nízil ilbálad عašá:n (?išt́ara) bádla (?áb̲yad̲)

هو نزل البلد عشان (اشترى) بدلة (ابيض)

b. Nadya ká:nit (mab̲s̲ú:t̲) min (hidíyya) ?illi štará:ha Ibrahí:m

نادية كانت (مبسوط) من (هديّة) اللى اشتراها ابراهيم

c. híyya (s̲ugáy̲y̲ar) ?ixwátha

هى (صغير) اخوتها

d. ?ilbádla(h) ká:nit عašá:nu(h) wilfustá:n (?áh̲m̲ar) (عašá:n)

البدلة كانت عشانه .والفستان (احمر) (عشان)

e. ?ilbínt (gamí:la) min ?uxtáha

البنت (جميلة) من اختها

2. Form sentences using the appropriate form of the follwoing words.

a.	da	mahá ll	ílli	bá:ع	š̲ún̲at̲
	ده	محلّ	اللى	باع	شنط
b.	di	bínt	ílli	šá:f	
	دى	بنت	اللى	شاف	
c.	kúll	?il?awlá:d	m̲ab̲s̲ú:t̲		
	كلّ	الاولاد	مبسوط		
d.	baعd	Ibrahi:m	?ištára	hidíyya	rígiع
	بعد	ابراهيم	اشترى	هديّة	رجع

3. Rewrite the passage as told by Ibrahim beginning with:

?ana nizílt ilbálad...   انا نزلت البلد . . .

4. Rewrite the following using /?illi/ and show the difference in meaning.

Example:

a.	?úxtu(h) is̲s̲ugay̲y̲ár̲a Nadya	اخـتـه الصغيّـرة نادیـة
b.	?uxtu(h) is̲s̲ugay̲y̲ár̲a (?i)lli smáha Nadya	اخـتـه الصغيّـرة اللى اسـمها نادیـة
a.	r̲á:hu maḣáll ísmu عúm̲ar	راحـوا مـحلّ اسـمه عمـر
	______________________	______________________
b.	?ixwá:tu ?̲ás̲gar̲ mínnu(h)	اخـواته اصـغر مـنّه
	______________________	______________________
c.	ilhadá:ya عašá:n ixwá:tu(h) is̲s̲ugay̲y̲ar̲i:n	الهدايا عشـان اخـواته الصغيّـرين
	______________________	______________________

UNIT
VIII

DIRECTIONS
الاتّجاهات

الجامع الأزهر بالقاهرة

MEDIAL LONG VOWELS

/e:/ and /i:/ (both written ى)

/o:/ and /u:/ (both written و)

In English the contrast is between simple vowels and complex vowels (or diphthongs). This habitual contrast, which can be illustrated by the minimal pairs "bet - bait," "fill - feel" may make the student produce a glide where there should be length. Distinction should be made between the English "bait" and the Arabic /be:t/ "house;" between the English "feel" and the Arabic /fi:l/ "an elephant." In producing the medial long vowels the student keeps the position of the tongue on the same level (without glide).

It may be interesting to note that in a significant number of Arabic forms the colloquial has the long vowel /e:/ whereas the formal has the diphthong /-ay-/; the long vowel /o:/ whereas the formal has the diphthong /-aw-/.

Examples:

Colloquial		Formal	
be:t	بيت	bayt	"house"
de:n	دين	dayn	"debt"
le:l	ليل	layl	"night"
no:m	نوم	nawm	"sleep"
yo:m	يوم	yawm	"day"
lo:n	لون	lawn	"color"

UNIT VIII

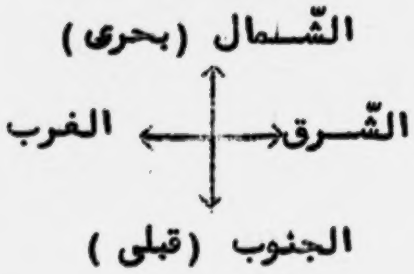
DIRECTIONS

minf̲ád̲l̲ak fe:n / miné:n ?

?al?ittiga:há:t

من فضلك فين / منين . . ؟

الاتّجاهات



DRILL ON SOUNDS

LONG VOWELS

Long /e:/			Long /i:/		
dé:n	دين	"debt"	dí:n	دين	"religion"
ɛé:n	عين	"eye"	ɛí:n	عين	"help!"
lé:(h)	ليه	"why"	lí:h	ليه	"he has"
b̲é:d̲	بيض	"eggs"	b̲í:d̲	بيض	"white" (pl.)
zé:d	زيد	"name of someone"	zí:d	زيد	"increase!" "more!"
t̲é:r̲	طير	"birds"	t̲í:r̲	طير	"fly!"

Patterns for Practice

fe:n ilbúst̲a ?

ʔuddá:mak ɛála t̲ú:l

baɛdé:n íħwid ɛaššimá:l

فين البوستة ؟

قدّامك على طول

بعدين احود على الشّمال

waddí:ni midá:n ilm̱aẖáṯṯa / limidá:n	ودّينى ميدان المحطّة / لميدان
ká:m ilḥisá:b ?	كم الحساب ؟
xamsí:n ?írš	خمسين قرش
maعá:k fákkit giné:(h) ?	معاك فكّة جنيه ؟
?istanná:ni ?ana rá:giع / rágعa	أستنّانى انا راجع / راجعة

BASIC VOCABULARY

Perfect		Imperfect		
ʔá:l	قال	yiʔú:l	يقول	"tell"
ʕírif	عرف	yiʕ́raf	يعرف	"know"
sáʔal		yísʔal	يسأل	"ask"
ʔáxađ	اخذ	yá:xuđ	يأخذ	"take"
wás̲s̲al	وصّل	yiwás̲s̲al	يوصّل	"to let one arrive," "to take one some-place"
wádda	ودّى	yiwáddi	يودّى	"to take one some-place"

Singular		Plural		
ʔúlli	قول لى	ʔulú:li	قولوا لى	"tell me"
ya sí:di	يا سيدى	ya ʔasyá:di	يا اسيادى	"sir"
ya ʔa:nísa	يا آنسة	ya ʔanisá:t	يا آنسات	"miss"
fé:n ?	فين ؟			"Where?"
miné:n ?	منين ؟			"From where?"
t̲ar̲í:ʔ	طريق	t̲úr̲uʔ	طرق	"way"
síkka	سكّة	síkak	سكك	"way"
		síkak ħadí:diyya	سكك حديديّة	"railroads"

sú:ʡ	سوق	?aswá:ʡ	اسواق	"market"
ʡ̱uns̱ulíyya(h)	قنصليّة	-a:t	قنصليّات	"consulate"
?amri:kíyya(h)	امريكيّة	-a:t	امريكيّات	"American" (f.)
m̱aṯá:ṟ[1]	مطار	-a:t	مطارات	"airport"
ḇús̱ṯa(h) / bári:d	بوستة / بوسطة بريد			"post office," "mail"
tilligṟá:f[1]	تلغراف	-a:t	تلغرافات	"telegram"
m̱aḥáṯṯa(h)	محطّة	-a:t	محطّات	"station," "stop"
?utubí:s[1]	اتوبيس	-a:t	اتوبيسات	"bus"
bank	بنك	bunú:k	بنوك	"bank"
sínima	سينما	-a:t	سينمات	"movie theater"
?áhu	آهو			"There he / it is." (m.s.)
?áhi(h)	آهى			"There she / it is." (f.s.)
?áhum	آهم			"There they are." (pl.)
táḥt	تحت			"below," "beneath"
fó:ʡ	فوق			"above," "over"
w̱áṟa	وراء			"behind"
ʡuddá:m	قدّام			"in front of"
m̱aɛṟáfṡ	معرفش	maniɛṟáf̱ṡ	مانعرفش	"I do not know."

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[1] When the plural suffix is added, the final long vowel /a:/ of the singular form becomes short.

Examples:
m̱aṯá:r becomes m̱aṯaṟá:t
tilligṟá:f becomes tilligṟafá:t
?utubi:s becomes ?utubisá:t

biعí:d عan / min	بعيد عن / من	buعá:d	بعاد	"far from"
?ímši	امشى	?ímšu	امشوا	"Walk!" (m.s., f.s.)
عála t̲ú:l	على طول			"straight ahead"
wi baعdé:n	وبعدين			"and then"
?íħwid	احود			"Turn!" (m.s.)
ħáwad	حود			"Turn!" (f.s.)
عalyimí:n	ع اليمين / على اليمين			"to the right"
?írgaع	ارجع			"Return!" (m.s.)
?irgáعi	ارجعى			"Return!" (f.s.)
r̲á:s	راس	r̲ú:s	روس	"head"
šá:riع	شارع	šawá:riع	شوارع	"street"
?ís?al	اسأل			"Ask!" (m.s.)
?is?áli	اسألى			"Ask!" (f.s.)
عaskári	عسكرى	عasá:kir	عساكر	"soldier," "policeman"
b̲u:l̲í:s̲	بوليس			"police"
xúđ	خذ	xúđu	خذوا	"Take!" (m.s.)
táksi	تاكسى	-a:t	تاكسات	"taxi"
luk̲ánd̲a(h)	لوكاندة	-a:t	لوكاندات	"hotel"
maydá:n / midá:n	ميدان	maya:dí:n	ميادين	"square"
?idá:r̲a(h)	ادارة	?idar̲á:t	ادارات	"administration," "department"

gawá:z (sáfar)	جواز (سفر)	-a:t	جوازات	"passport"
láw	لو			"if"
samáḥt (m.s.)	سمحت	samáḥtu	سمحتوا	"(you) please"
ká:m[1]	كام / كم			"How much?" "How many?"
ilḥisá:b	الحساب			"the bill," "charge," "account"
ʔúgra(h)	اجرة			"price"
sá:g (ʡírṡ)	صاغ (قرش)			"piaster"
maعá:ya	معايا			"I have" (literally: with me)
fákka(h)	فكّة			"change" (money)
gíne:h	جنيه ($\frac{جـ}{١}$)	giniḥá:t	جنيهات	"one pound" (100 piasters)
n̲ús̲s̲	نص ($\frac{١}{٢}$)	ʔans̲á:f	انصاف	"one half"
r̲úb̲ع	ربع ($\frac{١}{٤}$)	ʔirbá:ع	ارباع	"one fourth"
ʡírṡ	قرش ($\frac{قـ}{١}$)	ʡur̲ú:ṡ	قروش	"one piaster"
xamsí:n	خمسين (٥٠)			"fifty"
ʔáywa	ايوه			"yes"
ʔistánna (m.s.)	استنّى	ʔistánnu	استنّوا	"Wait!"
ʔistánni (f.s.)	استنّى			"Wait!"
diʡí:ʡa(h)	دقيقة	daʡá:yiʡ	دقايق	"one minute"

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[1] In formal Arabic: /kam/ كم

rá:giع (m.s.)	راجـــع	ragعí:n	راجعـــين	"returning"
rágعa (f.s.)	راجـــعة			"returning"
baʔší:š	بقشـــيش			"tips"
múmkin	مـــمكن			"possible"
miš/muš múmkin	مش / موش مـــمكن			"impossible," "not possible"

DIALOGUE

A - Ahmed
J - John

J - 1. min fádlak fé:n ilbústa ? — "Please, where is the post office?"

من فضلك فين البوستة ؟

2. min fádlak miné:n ilbústa ? — "Please, (from) where is the post office?"

من فضلك منين البوستة ؟

3. min fádlak ?úlli miné:n tari:? ilbústa ? — "Please, tell me where is the way to the post office?"

من فضلك قل لى فين طريق البوستة ؟

4. min fádlak ?izzáy áwsal ilbústa ? — "Please, how can I get to the post office?"

من فضلك ازّاى اوصل البوستة ؟

A - 1. ?áhi ?uddá:mak — "There... (straight) ahead (of you, m.s.)

آهى قدّامك

2. ?áhi ?uddá:mak ímši ɛalatú:l — "There... go straight ahead."

آهى قدّامك امشى على طول

3. ?áhi ?uddá:mak ímši ɛalatú:l w baɛdé:n íhwid ɛaššimá:l — "There... go straight ahead and then turn to the left."

آهى قدّامك امشى على طول وبعدين احود على الشّمال

4. di bɛí:da min hína
xúd il?utubi:s / táksi

"It is far away from here. Take the bus / a cab."

دى بعيدة من هنا خذ الاتوبيس / تاكسى

J - (To the cab driver:)

1. minfádlak ɛalmħátta(h)

"Please ... to the station."

من فضلك على المحطّة

2. minfádlak waddí:ni
lmaħátta(h)

"Please take me to the station."

من فضلك ودّينى المحطّة

3. minfádlak waddí:ni maħáttit
masr

"Please take me to Cairo (Railroad) Station."

من فضلك ودّينى محطّة مصر

4. minfádlak waddí:ni midá:n
maħáttit masr

"Please take me to Cairo Station."

من فضلك ودّينى ميدان محطّة مصر

A - ħá:dir

"Certainly"

حاضر

J -1. kam ilħisá:b ?

"How much is it?"

كم الحساب؟

2. kam ɛá:yiz ?

"How much do you want (to charge)?"

كم عايز؟

3. kam il?úgra(h) ?

"How much is it?" (literally: the price)

كم الاجرة

A - 1. xamsí:n ʔírš — "Fifty piasters."

خمسين قرش (٥٠)

2. xámsa witalatí:n ʔírš — "Thirty-five piasters."

خمسة وثلاثين قرش (٣٥)

3. tamant̲á:š̲ar ʔírš báss — "Eighteen piasters only."

ثمانية عشر قرش بس (١٨)

J - 1. maʕá:k fákka ? — "Do you have change?"

معاك فكّة ؟

2. maʕá:k fákkit[1] giné:(h) ? — "Do you have change for one pound-note?"

معاك فكّة جنيه ؟ (١) ·

3. ?á:di, l?úgra wi xámsa ʔr̲ú:š baʔši:š — "Here is the money (literally: price) and five piasters (as) tips."

آدى الاجرة وخمسة قروش بقشيش

4. law samáht isṭanná:ni ?ána rá:giʕ báʕdᵊ xámas daʔá:yiʔ — "Please wait for me. I shall return after five minutes."

لو سمحت استنّانى انا راجع بعد خمس دقايق

A - 1. ħá:d̲ir — "Certainly."

حاضر

2. ?á:sif miš múmkin — "Sorry." (m.s.) "This is not possible."

آسف مش ممكن

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[1] Notice the change to form a construct:
fakka ⟶ fakkit

GRAMMATICAL NOTES

COMMAND / REQUEST FORMS

1. Command or request forms are inflected for:

(a) 2.m.s. (b) 2.f.s. /-i/ (c) 2.pl. /-u/

2. The command may be formed from the prefixed (imperfect) form preceded by the independent pronoun.

Examples:

2.m.s.	?ínta tíktib	انت تكـتب	"you write"
2.f.s.	?ínti tiktíbi	انت تكـتبـى	
2.pl.	?íntu(m) tiktíbtu(m)	انتم تكتبوا	

3. The pattern for the triliteral verb is $?vC_1C_2vC_3$. The first vowel can be /i/ or /u/; the second is /i/, /a/, or /u/. This form of command is the common one. (The second vowel is the same as in the imperfect.)

Examples:

2.m.s.	?íktib	اكـتب	"Write!"
	?íxrug	اخـرج	"Get out!"
	?íftah	افـتح	"Open!"
	?íwsal	اوصـل	"Get (there)!"

In many cases the medial consonant of the verb may be doubled to express causative action.

Examples:

káttib	كـتّب	"Make (someone) write!"
wással	وصّـل	"Make (someone) reach a place, i.e. take him there."

	xarrá:g	خرّج	"Make (someone) leave!"

4. Two verbs that have special forms are ?akal / kal "eat," and ?axađ / xađ "take."

The command forms are:

2.m.s.	?inta tá:kul	انت تاكل	"you eat"
	kul	كل	"Eat!"
	?inta tá:xuđ	انت تاخذ	"you take"
	xuđ	خذ	"Take!"

5. The pattern for the triliteral verb with a medial long vowel is $C_1v{:}C_3$ (where v = /a:/, /i:/, /u:/).[1] (The long vowel is the same as in the im.)

Examples:

2.m.s.	ná:m	نام	"Sleep!"
	ší:l	شيل	"Carry!"
	tú:b	طوب	"Repent!"

6. The pattern for the triliteral verb with final double consonants is $C_1vC_2C_3$ (where v = /i/, /u/).

Examples:

2.m.s.	ʕídd	عدّ	"Count!"
	rúdd	ردّ	"Answer!"
	?ínta tiʕídd	انت تعدّ	"You count!"
	?ínta tirúdd	انت تردّ	"You answer!"

---

[1] In formal Arabic the medial vowel becomes short.
Examples:

nam	"Sleep!"
šil	"Carry!"

7. The pattern for the biliteral verb is $?iC_1C_2i$.

Examples:

2.m.s.	?ígri	اجـــرى	"Run!"
	?írmi	ارمـــى	"Throw!"
	?ínta tígri	انت تجـــرى	"You run!"
	?ínta tírmi	انت ترمـــى	"You throw!"

ADDITIONAL DIALOGUE PATTERNS

A - Request

minf̲ád̲l̲ak / -ik fe:n (t̲arí:ʔ) ilbúst̲a ?	من فضلك فين (طريق) البوستة ؟	"Where is the post office, please?"
ilʔ̲ahr̲á:m	الاهرام	"the pyramids"
ilmátḥaf	المتحف	"the museum"
giné:nit ilḥayawaná:t	جنينة الحيوانات	"the zoo"
ilm̲at̲á:r̲	المطار	"the airport"
ilm̲aḥ̲át̲t̲a(h)	المحطّة	"the station"
ilmúski	الموسكى	"Muski"

B - Response

ɛaššimá:l	على الشمال / ع الشمال	"To the left."
ɛalyimí:n	على اليمين / ع اليمين	"To the right."
ʔuddá:m ɛalat̲ú:l	قدّام على طول	"Straight ahead."
min hína	من هنا	"From here."
hiná:k	هناك	"There."
ɛan̲n̲ás̲ya(h)	على الناصية / ع الناصية	"On the corner."

A - Request

minf̲ad̲l̲ak[1] waddí:ni (was̲s̲álni)	من فضلك ودّينى (وصّلنى)	"Please (m.s.) take me to..."

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[1] In rapid speech: mimf̲ád̲l̲ak

B - Response

h̲á:d̲ir / ?á:sif (m.) ?ásfa(h) (f.)	حاضر / آسف آسفة	"Certainly." / "Sorry."

A - Request

ka:m ilmasá:fa ?	كم المسافة؟	"How far is it ...?"
ƻádd^{ə} ?é:(h) ?	قد ايه؟	"How long...?"

B - Response

?̲á̲r̲baعa kí:lu	٤ كيلو	"Four kilometers."
عáṡ̲ar daƻá:yiƻ bil?utubí:s	عشر دقايق بالاتوبيس	"Ten minutes by bus."

A - Request

ka:m ilħisá:b ?	كم / كام الحساب؟	"How much (do I owe you)?"

B - Response

عáṡ̲ar ƻur̲ú:ṡ	عشر قروش	"Ten piasters."

A - Request

maعá:k fákkit giné:(h) ?	معاك فكّة جنيه ؟	"Do you (m.s.) have change for a pound?"
maعá:k fákkit xamsí:n ƻírṡ ?	معاك فكّة خمسين قرش ؟	"Do you have change for fifty piasters?"

B - Response

?aywá / ?á:sif (m.) ?ásfa(h) (f.)	ايوه / آسف آسفة	"Certainly." / "Sorry."

STRUCTURE PATTERNS

COMMAND FORMS

1. To one person (m.):

waddí:ni ?ilm̱aṯ̱á:r	وّدينى المطار	"Take me to the airport."
w̱as̱s̱álni (l)ilm̱aħ̱áṯ̱ṯ̱a(h)	وّصلنى للمحطّة / المحطّة	"Take me to the station."
xuð táksi	خذ تاكسى	"Take a taxi."
?ís?al ʕaskári (?i)lḇu:lí:s̱	اسأل عسكرى البوليس	"Ask the policeman."
?ímši ʕála ṯ̱ú:l	امشى على طول	"Go straight ahead."
?íħwid ʕaššimá:l	احود على الشمال	"Turn left."
ʔúl li	قل لى	"Tell me."
?ismáħli	اسمح لى	"Excuse me," "permit me."

2. To one person (f.):

waddí:ni (?i)lmátħaf	وّدينى المتحف	"Take me to the museum."
w̱as̱s̱alí:ni (li)ḻm̱aħ̱áṯ̱ṯ̱a(h)	وّصلينى للمحطّة / المحطّة	"Take me to the station."
xúði (?i)lʔ̱áṯ̱r	خذى القطر	"Take the train."
?is?áli (?i)lʕaskári	اسألى العسكرى	"Ask the policeman."
?ímši ʕala máħlik	امشى على مهلك	"Walk slowly."
ʔ̱úli:li	قولى لى	"Tell me."
?ismaħí:li	اسمحى لى	"Excuse me," "permit me."

3. To more than one person (m. and f.):

waddú:ni (?i)l?̲uns̲ulíyya(h)	ودّونى القنصليّة	"Take me to the consulate."
w̲as̲s̲alú:ni (li)lbé:t	وصّلونى للبيت	"Take me home."
xúđu lmárkib	خذوا المركب	"Take the ship."
?is?álu ?Áḥmad	اسألوا احمد	"Ask Ahmad."
?ímšu عala mahlúku(m)	امشوا على مهلكم	"Walk slowly."
?ulú:li	قولوا لى	"Tell me."
?ismaḥú:li	اسمحوا لى	"Excuse me," "permit me."

EXERCISES

1. Give the command form of each of the following verbs, then use it in a suitable sentence.

a.	dáxal (yídxul)	دخل (يدخل)	"enter" (m.s.)
b.	ráma (yírmi)	رمى (يرمى)	"throw" (f.s.)
c.	kátab (yíktib)	كتب (يكتب)	"write" (pl.)
d.	عázam (yíع zim)	عزم (يعزم)	"invite" (pl.)
e.	عázar (yúعzur)	عذر (يعذر)	"excuse" (m.s.)
f.	ríkib (yírkab)	ركب (يركب)	"ride" (f.s.)
g.	šírib (yíšrab)	شرب (يشرب)	"drink" (m.s.)
h.	xárag (yíxrug)	خرج (يخرج)	"go out" (pl.)
i.	zíعil (yízعal)	زعل (يزعل)	"be displeased" (f.s.)
j.	ḥáwad (yíḥwid)	حود (يحود)	"turn" (f.s.)
k.	šáwa (yíšwi)	شوى (يشوى)	"roast" (pl.)
l.	s̲á:m (yis̲ú:m)	صام (يصوم)	"fast" (pl.)
m.	t̲á:r (yit̲í:r)	طار (يطير)	"fly" (m.s.)

2. Fill in each blank with a suitable word. Choose the word from the words given on the left.

a. ?ilkútub ?ikkitá:b ?ána ?íftaḥ __________ da.

الكتب الكتاب انا افتح __________ ده

b. ?írkab ?árkab di __________ (?ínta) ?il?utubí:s

اركب اركب دى __________ (انت) الاتوبيس

c. fe:n   la   ?áywa(h)   __________ gá:miʕat ?ilqa:híra ?

فين   لا   ايوه   __________ جامعة القاهرة ؟

d. ?itfáddal   da   __________ il?áhwa

اتفضّل   ده   __________ القهوة

e. sá:ʕa   ?issá:ʕa(h)   ka:m __________ dilwá?t ?

ساعة   الساعة   كام __________ دلوقت ؟

f. ?ís?al   ?úlli   __________ ʕáskari ?ilbulí:s

اسأل   قل لى   __________ عسكرى البوليس

3. Take the model sentences of the dialogue in this lesson and change each "you" (m.s.) form into "they" forms.

4. Take the same model sentences in the dialogue and change the "you" (m.s.) forms into "you" (f.s.) forms.

UNIT
IX

DOING
THINGS

احب اشـــــرب خـــرّ وب

?aħibb̲aṡ̲r̲ab x̲ar̲r̲u:b

UNIT IX
DOING THINGS

tiḥíbb tíʕmil ?é:(h) ?

تحبّ تعمل ايه ؟

DRILL ON SOUNDS

VERBS

Patterns for Practice

?ášr̲ab ʔáhwa	اشرب قهوة
tíšrab ʔáhwa ?	تشرب قهوة ؟
ʔáhwa wálla šá:y ?	قهوة ولّا شاى؟
tíšrab ʔáhwa wálla šá:y ?	تشرب قهوة ولّا شاى؟
tiḥíbb^{ə} tíšr̲ab ʔáhwa wálla šá:y ?	تحبّ تشرب قهوة ولّا شاى؟
tiḥíbbi tišrábi ʔáhwa wálla šá:y ?	تحبّى تشربى قهوة ولّا شاى؟
?arú:ḥ ilmátḥaf	اروح المتحف
tirú:ḥ ilmátḥaf ?	تروح المتحف ؟
tirú:ḥi lmátḥaf ?	تروحى المتحف ؟
tiḥíbb^{ə} trú:ḥ ilmátḥaf ?	تحبّ تروح المتحف ؟
tiḥíbbi trú:ḥi lmátḥaf ?	تحبّى تروحى المتحف؟
rúḥt imbá:riḥ	رحت امبارح
rúḥt ilmátḥaf imbá:riḥ	رحت المتحف امبارح

BASIC VOCABULARY

Verbs (transitive):

tá:kul / tákli	تاكل / تاكلى	"you eat" (s.m. / s.f.)
tá:xuđ / táxđi	تاخذ / تاخذى	"you take"
tíktib / -i:	تكتب / تكتبى	"you write"
tíʔr̲a / tíʔri	تقرأ / تقرأى	"you read"
tíعmil / -i:	تعمل / تعملى	"you do"
tísmaع / tismáعi	تسمع / تسمعى	"you hear"
tíšu:f / -i:	تشوف / تشوفى	"you see"
tištíri	تشترى	"you buy"
tílbis / -i:	تلبس / تلبسى	"you wear"

Things to drink or eat:

šá:y	شاى	"tea"
šikul̲á:t̲a	شكولاتة	"chocolate"
lában	لبن	"milk"
baʔlá:wa	بقلاوة	"a kind of Middle Eastern pastry"
gató:	جاتو	"French pastry"

Places:

?aswá:n	اسوان	"Aswan"
másr	مصر	"Egypt"
súrya	سوريا	"Syria"
libná:n	لبنان	"Lebanon"
?issínima	السينما	"the movies"
?ilbálad	البلد	"downtown"
?ilmúski	الموسكى	"Muski"
?abu símbil	ابو سمبل	"Abu Simbil"

Time:

?imbá:riħ	امبارح	"yesterday"
min sána	من سنة	"a year ago"
?issúbħ	الصّبح	"in the morning"
?innahárda	النهارده	"today"
búkra	بكرة	"tomorrow"
billé:l	بالليل	"at night"

DIALOGUE PATTERNS

1-a. tiħíbbᵊ[1] tíṡr̲ab ?é:(h) ?	"What would you (m.s.) like to drink?" تحبّ تشرب ايه؟
1-b. tiħíbbi tiṡr̲ábi ?e:(h) ?	"What would you (f.s.) like to drink?" تحبّى تشربى ايه؟
2-a. ?aħíbb áṡr̲ab ʡáhwa	"I would like to drink coffee." احبّ اشرب قهوة
2-a. winta tiħíbbᵊ tíṡr̲ab ?é(h) ?	"And you, what would you like to drink?" وانت تحبّ تشرب ايه ؟
1-c. ?ana aħíbb áṡr̲ab ʡáhwa kamá:n	"I would like to drink coffee, too." انا احبّ اشرب قهوة كمان
2-b. tiħíbbi tiṡr̲ábi:ha bissúk̲k̲ar wálla min ge:r ?	"Would you (f.s.) like to drink it (f.s.) with sugar or without?" تحبّى تشربيها بالسّكّر ولّا من غير؟
1-d. baṡr̲ábha min gé:r súk̲k̲ar	"I drink it (f.s.) without sugar." باشربها (بشربها) من غير سكّر

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[1] Whenever more than two consecutive consonants occur, the Arabic speaker tends to insert a weak vowel /ə/ after the second consonant. A distinction can be made between this weak vowel and the feminine suffix /-i/. Compare the first two patterns with respect to the verbs: tiħíbb(ə) tíṡr̲ab and tiħíbbi tiṡr̲ábi.

3-a. tiḥíbbi tirú:ḥi fé:n ?

"Where would you (f.s.) like to go?"

تحبّي تروحي فين ؟

4-a. ?aḥíbb arú:ḥ ilmátḥaf

"I would like to go to the museum."

احبّ اروح المتحف

3-b. tiʕmíli ?é:(h) ?

"To do what?" (f.s.)

تعملي ايه؟

4-b. ?ašú:f il?aθá:r

"To see the antiquities."

اشوف الآثار

3-c. tiḥíbbi tišú:fi giné:nit ilḥayawaná:t ?

"Would you like to see the zoo?"

تحبّي تشوفي جنينة الحيوانات؟

4-c. šuftáha mbá:riḥ

"I saw it (f.s.) yesterday."

شفتها امبارح

3-d. tiḥíbbi tišú:fi ilmúski ?

"Would you like to see Muski?"

تحبّي تشوفي الموسكي ؟

4-d. šúftu min yumé:n

"I saw it two days ago."

شفته من يومين

3-e. ?ána rúḥt ?Aswá:n min sána wišúft (?)Abu Simbil

"I went to Aswan and saw Abu Simbil a year ago."

انا رحت اسوان من سنة وشفت ابو سمبل

4-e. ?ana aḥíbb arú:ḥ aswá:n wašú:f ábu símbil

"I would like to go to Aswan and see Abu Simbil."

انا احبّ اروح اسوان واشوف ابو سمبل

5-a. tiḥíbbi tinzíli lbálad ? "Would you (f.s.) like to go downtown?"

تحبّى تنزلى البلد ؟

6-a. ?ímta ? "When?"

امتى ؟

5-b. ?ana hánzil búkra, tiḥíbbi tí:gi maʕá:ya ? "I am going tomorrow." Would you like to come with me?"

انا هنزل بكرة ، تحبّى تيجى معايا ؟

6-b. máʕa ššúkr ?ana hánzil / názla[1] báʕdᵊ bukra ?inšá:?allá:(h) "Thanks. I am going after tomorrow."

مع الشّكر ، انا هنزل / نازلة بعد بكرة ان شاء الله

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1. The active participle $C_1a{:}C_2iC_3$ (m.), $C_1aC_2C_3a$ (f.) e.g. /ná:zil/ نازل , /názla/ نازلة "going down" may function as a verb indicating future action (similar to the English pattern "is going to").

2. The pattern /?inšá:?allá:(h)/ ان شاء الله may in itself indicate future action. Thus the last pattern may be reduced to: ?aywa ?inša:?alla:(h) "Yes, I am / "Yes, I will." No specific subject is implied.

GRAMMATICAL NOTES

VERB PARADIGMS

Verb Classes and Tense Prefixes

In English we usually start with the infinitive, e.g., "to write" or "write." In Arabic we usually start with the simplest form, the Past or Perfect 3.s.m.[1] e.g. /kátab/ كتب "he wrote," "he has written."

Three Verb Classes

Verbs in Arabic are classified on the basis of root consonants. In colloquial Arabic there are three main verb classes:

Class I	Triliteral (i.e. 3-consonant) verbs with three subclasses:					
Ia	e.g.	kátab	(ktb	ك ت ب)	كتب	"write"
Ib	e.g.	ṡá:f	(ṡwf	ش و ف)	شاف	"see"
Ic	e.g.	ħább	(ħbb	ح ب ب)	حبّ	"love," "like"
Class II	Biliteral (i.e. 2 consonants)					
	e.g.	gíri	(gry	ج ر ى)	جرى	"run"
Class III	Quadriliteral (i.e. 4 consonants)					
	e.g.	fárfiṡ	(frfṡ	ف ر ف ش)	فرفش	"have fun"

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[1] This is the form often quoted and the student will find it useful in consulting Arabic dictionaries. Whenever the infinitive is given it should be remembered that it is there only to suggest the basic meaning of the Arabic verb and not its exact translation.

Verb Prefixes

Whereas in English the past tense is usually signaled by the suffix (e.g. -ed), in Arabic it is the absence of prefix that indicates the past. Compare:

	Present	Past
English	open (no suffix)	opened (suffix -ed)
Arabic	yíftaħ (prefix yi-)	fátaħ (no prefix)

The verb in colloquial Arabic is classified--on the basis of prefixes--into the following four categories:

A - No prefix			Past or Perfect
e.g.	šírib	شـــرب	"he drank," "he has drunk"
B - yi-			No time specified
e.g.	yíšr̲ab	يشـــرب	"let him drink"
C - biy-[1]			Habitual Action or Duration
e.g.	biyíšrab	بيشـــرب	"he drinks," "he is drinking"
D - ħa- /ha-			Future
e.g.	ħa-,/ hayišr̲ab	حـ / هيشـــرب	"he is going to drink"

Verb /ka:n/ كان "to be" as a Tense Marker

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[1] This verb form biy- does not occur in literary or classical Arabic. To express habitual action or duration, the form ya- (i.e. Pattern B) is used instead. e.g. yašr̲ábu يشـــرب "he drinks," "he is drinking" In colloquial Arabic this ya- form is sometimes used interchangeably with the biy- form.

The verb /ka:n/ in its past form functions as a tense marker in both verbal and verbless sentence patterns.

Examples:

a. Verbless Sentence:

huwwa hína	هو هنا	"He is here."
húwwa ká:n hína	هو كان هنا	"He was here."

B. Verbal Sentence:

?ana bás̊r̲ab	انا باشرب	"I drink," "I am drinking"
?ana kúnt bás̊r̲ab	انا كنت باشرب	"I used to drink," "I was drinking"

/ka:n/ belongs to Verb Class Ib.

Paradigm:

Person	PLURAL		Pronoun	SINGULAR		Pronoun
1.	kúnna	كنّا	احنا	kúnt	كنت	انا
2.m.	kúntu(m)	كنتم	انتم	kúnt	كنت	انتَ
2.f.				kúnti	كنت	انتِ
3.m.	ká:nu	كانوا	هم	ká:n	كان	هو
3.f.				ká:nit	كانت	هى

VERB PARADIGMS

Verb Class Ia

A - Past or Perfect (non-prefixed form)

Triliteral past tense verbs in colloquial Arabic follow one of these two patterns:

Pattern (1)	$C_1aC_2aC_3$	kátab	كتب	"he wrote"
		šákar	شكر	"he thanked"
		kásar	كسر	"he broke"
Pattern (2)	$C_1iC_2iC_3$	šírib	شرب	"he drank"
		kíbir	كبر	"he grew up"
		ɛírif	عرف	"he knew"

Examples:

Pattern (1)

kátab · كتب "he wrote," "he has written"

Person	PLURAL		Pronoun	SINGULAR		Pronoun
1.	katábna	كتبنا	احنا	katábt	كتبت	انا
2.m.	katábtu(m)	كتبتم	انتم	katábt	كتبت	انتَ
2.f.				katábti	كتبت	انتِ
3.m.	katábu(m)	كتبوا	هم	kátab	كتب	هو
3.f.				kátabit	كتبت	هى

Pattern (2)

šírib شرب "he drank," "he has drunk"

Person	PLURAL		Pronoun	SINGULAR		Pronoun
1.	širíbna	شربنا	احنا	širíbt	شربت	انا
2.m.	širíbtu(m)	شربتم	انتم	širíbt	شربت	انتَ
2.f.				širíbti	شربت	انتِ

Person	PLURAL	Pronoun	SINGULAR	Pronoun
3.m.	ṡirbú(m) شربوا	هم	ṡírib شرب	هو
3.f.			sírbit شربت	هى

B - Imperfect (or non-past)

The student should learn the two basic forms of each verb, namely, the non-prefixed Past 3.s.m. and the prefixed /yi-/ Non-Past 3.s.m.

Examples:

a.	kátab	(yíktib)	كتب (يكتب)	"he wrote"
b.	ṡírib	(yíṡr̲ab)	شرب (يشرب)	"he drank"
c.	ṡ̲ák̲ar	(yíṡk̲ur)	شكر (يشكر)	"he thanked"

The second form of the verb is different from the first in two significant ways. First the prefix /yi-/ indicates that the tense is not the past. Furthermore, this /yi-/ is the basis for the two forms biy- and the hay- indicating habitual and future action respectively. Secondly, the final vowel /i/, /a/, or /u/ consistently occurs in all imperfect and imperative forms. In other words, there are three possible patterns for the Imperfect:

Pattern (1)	$yi\text{-}C_1C_2iC_3$	yíktib	يكتب
Pattern (2)	$yi\text{-}C_1C_2aC_3$	yíṡr̲ab[1]	يشرب
Pattern (3)	$yi\text{-}C_1C_2uC_3$	yíṡk̲ur	يشكر

Examples:

---

[1] It may be interesting to note that this verb frequently denotes (1) to drink (water), (2) to drink (wine), or (3) to smoke.

Pattern (1)

yíktib يكتب "write"

Person	PLURAL		Pronoun	SINGULAR		Pronoun
1.	níktib	نكتب	احنا	?áktib	اكتب	انا
2.m.	tiktíbu(m)	تكتبوا	انتم	tíktib	تكتب	انتَ
2.f.				tiktíbi	تكتبى	انتِ
3.m.	yiktíbu(m)	يكتبوا	هم	yíktib	يكتب	هو
3.f.				tíktib	تكتب	هى

Similar verbs:	yíعmil	يعمل	"do"
	yíbعid	يبعد	"go away"
	yínzil	ينزل	"go down"

Pattern (2)

yíšrab يشرب "drink"

Person	PLURAL		Pronoun	SINGULAR		Pronoun
1.	níšrab	نشرب	احنا	?ášrab	اشرب	انا
2.m.	tišrábu(m)	تشربوا	انتم	tíšrab	تشرب	انتَ
2.f.				tišrábi	تشربى	انتِ
3.m.	yišrábu(m)	يشربوا	هم	yíšrab	يشرب	هو
3.f.				tíšrab	تشرب	هى

Similar verbs:	yíksar	يكسر	"break"
	yífham	يفهم	"understand"

yíعr̲af	يعـــرف	"know"
yít̲laع	يطـــلع	"go up"

Pattern (3)

yíškur	يشـــكر	"thank"

Person	PLURAL		Pronoun	SINGULAR		Pronoun
1.	níškur	نشـــكر	احـــنا	?áškur	اشـــكر	انا
2.m.	tiškúru(m)	تشـــكروا	انـــتم	tíškur	تشـــكر	انتَ
2.f.				tiškúri	تشـــكرى	انتِ
3.m.	yiškúru(m)	يشـــكروا	هـــم	yíškur	يشـــكر	هو
3.f.				tíškur	تشـــكر	هى

Similar verbs:	yídxul	يدخـــل	"enter"
	yíxr̲ug	يخـــرج	"go out"

C - Habitual Action or Duration

In English distinction is made between (a) "he drinks," and (b) "he is drinking;" in Arabic the two actions are expressed by one verb form: biyíšrab

Formation: Prefix b + v[1] + $yvC_1C_2vC_3$

Patterns: Like the basic Imperfect Form B it has three possible patterns:

---

[1] "v" stands for a vowel that changes with the initial part of the following verb form.
e.g. bv + yíšrab ⟶ biyíšrab (3.m.s.)
bv + ?áktib ⟶ ba(?á)ktib (1.s.) ⟶ báktib

Pattern (1)	bi-yi-$C_1C_2iC_3$	biyíktib	بيكتب
Pattern (2)	bi-yi-$C_1C_2aC_3$	biyíšrab	بيشرب
Pattern (3)	bi-yi-$C_1C_2uC_3$	biyíškur	بيشكر

Example:

Pattern (1)

biyíktib "he writes," "he is writing"

Person	PLURAL		Pronoun	SINGULAR		Pronoun
1.	biníktib	بنكتب	احنا	bá(?a)ktib	باكتب	انا
2.m.	bitiktíbu(m)	بتكتبوا	انتم	bitíktib	بتكتب	انتَ
2.f.				bitiktíbi	بتكتبى	انتِ
3.m.	biyiktíbu(m)	بيكتبوا	هم	biyíktib	بيكتب	هو
3.f.				bitíktib	بتكتب	هى

D - Future

In English the future is expressed by expressions such as (a) "he is going to write," (b) "he will write;" in Arabic the future is expressed by prefixing ha- / ha[1] + yi-$C_1C_2vC_3$

Patterns: Like the basic Imperfective it has three possible patterns:

Pattern (1)	ha-yi$C_1C_2iC_3$	hayíktib	هيكتب
Pattern (2)	ha-yi$C_1C_2aC_3$	hayíšrab	هيشرب
Pattern (3)	ha-yi$C_1C_2uC_3$	hayíškur	هيشكر

Example:

---

1. In formal Arabic the future prefix is /sa-/ س , or /sawfa/ سوف . The first form is one letter joined to the following word but the second is a separate word.

Pattern (1)

hayíktib هيكتب "he will write"

Person	PLURAL		Pronoun	SINGULAR		Pronoun
1.	haníktib	هنكتب	احنا	ha(?á)ktib	هاكتب	انا
2.m.	hatíktibu(m)	هتكتبوا	انتم	hatíktib	هتكتب	انتَ
2.f.				hatiktíbi	هتكتبى	انتِ
3.m.	hayíktibu(m)	هيكتبوا	هم	hayíktib	هيكتب	هو
3.f.				hatíktib	هتكتب	هى

Verb Class Ib

Although some forms of this sub-class show only two consonants, the third consonant (w و or y ى) is said to reappear in other forms. In order to find what this third consonant is the student should use an Arabic dictionary. For example, for šá:f شاف there is šwf شوف. The pattern of this sub-class is $C_1v:C_3$, two consonants with a medial long vowel that is elided in the past paradigm, except in the forms for 3rd person.

Patterns:

Pattern (1)	šá:f	شاف	"see"	ká:n	كان	"be"
Pattern (2)	t̲á:r	طار	"fly"	šá:l	شال	"carry"
Pattern (3)	xá:f	خاف	"to fear"	ná:m	نام	"sleep"

Examples:

Pattern (1)

šá:f شاف "he saw," "he has seen"

Person	PLURAL		Pronoun	SINGULAR		Pronoun
1.	niṡú:f	نشوف	احنا	?aṡú:f	اشوف	انا
2.m.	tiṡú:fu		انتم	tiṡú:f	تشوف	انتَ
2.f.				tiṡú:fi	تشوفى	انتِ
3.m.	yiṡú:fu	يشوفوا	هم	yiṡú:f	يشوف	هو
3.f.				tiṡú:f	تشوف	هى

Pattern (2)

t̲a:r طار "he flew," "he has flown"

Person	PLURAL		Pronoun	SINGULAR		Pronoun
1.	nit̲í:r	نطير	احنا	?at̲í:r	اطير	انا
2.m.	tit̲í:ru	تطيروا	انتم	tit̲í:r	تطير	انتَ
2.f.				tit̲í:ri	تطيرى	انتِ
3.m.	yit̲í:ru	يطيروا	هم	yit̲í:r[1]	يطير	هو
3.f.				tit̲í:r	تطير	هى

Pattern (3)

xá:f خاف "he was afraid"

---

[1] It will be noticed that in colloquial the vowel /-i-/ in the prefix /yi-/, /ti-/ etc., is often /-a-/ in formal Arabic.

e.g.			
yit̲i:r	(colloquial)	yat̲i:r	(formal)
tit̲i:r	(colloquial)	tat̲i:r	(formal)

Person	PLURAL		Pronoun	SINGULAR		Pronoun
1.	nixá:f	نخاف	احنا	?axá:f	اخاف	انا
2.m.	tixá:fu	تخافوا	انتم	tixá:f	تخاف	انتَ
2.f.				tixá:fi[1]	تخافى	انتِ
3.m.	yixá:fu	يخافوا	هم	yixá:f	يخاف	هو
3.f.				tixá:f	تخاف	هى

Verb Class Ic

The verbs of this sub-class have three consonants, but since the third consonant is the same as the second, they are written together as one letter (with a ṡadda).

Example:

ḥább حبّ "he loved," "he liked"

Person	PLURAL		Pronoun	SINGULAR		Pronoun
1.	niḥíbb	نحبّ	احنا	?aḥíbb	احبّ	انا
2.m.	tiḥíbbu	تحبّوا	انتم	tiḥíbb	تحبّ	انتَ
2.f.				tiḥíbbi	تحبّى	انتِ
3.m.	yiḥíbbu	يحبّوا	هم	yiḥíbb	يحبّ	هو
3.f.				tiḥíbb	تحبّ	هى

[1] In writing, formal Arabic 2.s.f. ends with ين .
Compare: colloquial تطيرى تخافى
formal تطيرين تخافين

Verb Class II - Biliteral Verbs

Example:

gíri جرى "he ran," "he has run"

Person	PLURAL		Pronoun	SINGULAR		Pronoun
1.	nígri	نجرى	احنا	?ágri	اجرى	انا
2.m.	tígru	تجروا	انتم	tígri	تجرى	انتَ
2.f.				tígri	تجرى	انتِ
3.m.	yígru[1]	يجروا	هم	yígri	يجرى	هو
3.f.				tígri	تجرى	هى

Verb Class III - Quadriliteral Verbs

Example:

fárfiš فرفش "he had fun," "he has had fun"

Person	PLURAL		Pronoun	SINGULAR		Pronoun
1.	nifárfiš	نفرفش	احنا	?afárfiš	افرفش	انا
2.m.	tifarfíšu	تفرفشوا	انتم	tifárfiš	تفرفش	انتَ
2.f.				tifarfíši	تفرفشى	انتِ
3.m.	yifarfíšu	يفرفشوا	هم	yifárfiš	يفرفش	هو
3.f.				tifárfiš	تفرفش	هى

---

[1] In Arabic writing the ending for 3.pl.m.
(formal) is ون e.g. يجرون
(colloquial) is و or وا e.g. يجرو or يجروا

EXERCISES

1. Fill in the blank spaces with appropriate patterns:

a. ?ána bášr̲ab iššá:y lá:kin híyya __________

انا باشرب الشاى لكن هى __________ .

b. Janet __________ ší:š kabá:b lá:kin ?ana ma?akaltú:š

جانيت __________ شيش كباب لكن انا ما اكلتوش

c. ?íḥna hanšú:f il?̲ahr̲á:m lá:kin (?)ínta __________

احنا هنشوف الاهرام لكن انت __________

2. Put the verbs in parentheses in the correct form:

a. ?imbá:riḥ (?)ana wihíyya (nízil) __________ ilbálad

امبارح انا وهى (نزل) __________ البلد

b. búkra Nádya (rá:ḥ) __________ ilmátḥaf

بكرة نادية (راح) __________ المتحف

c. ?ínta wihíyya (šá:f) __________ ?Ábu Símbil

انت وهى (شاف) __________ ابو سمبل

3. Answer the following questions using the pronominal suffix as shown in the example given:

Example:

Q: tiḥíbb^{ə} tíšr̲ab šá:y ? — تحبّ تشرب شاى ؟

A: šúkran mašr̲abú:š — شكرا ما اشربوش

a.	Q:	tiħíbbi tišr̲ábi ʔáhwa ?	تحبّى تشربى قهوة ؟
	A:	____________________	____________________
b.	Q:	tiħíbbᵊ tíʔr̲a (?i)lmigálla ?	تحبّ تقرأ المجلة؟
	Q:	tiħíbbᵊ tíʔr̲a kkitá:b ?	تحبّ تقرأ الكتاب؟
	A:	____________________	____________________
c.	Q:	tiħíbbi tišú:fi (?i)s̲s̲ú:r̲a ?	تحبّى تشوفى الصورة ؟
		libná:n ?	لبنان ؟
		(?i)lmátħaf ?	المتحف ؟
		(?i)l?ahr̲á:m ?	الاهرام؟
	A:	____________________	____________________

4. Use the above patterns in the plural.

Example:

tiħíbbu tišr̲ábu ʔáhwa ?	تحبّوا تشربوا قهوة ؟

PASSAGES
FOR
COMPREHENSION

PASSAGE I

JANET IN CAIRO(1)
جانيت فى القاهرة

١. هى اسمها الآنسة جانيت وهو اسمه الاستاذ ابراهيم.
٢. الآنسة چانيت بنت جميلة عمرها[1] عشرين سنة وهى من امريكا
٣. لكن فى جامعة[2] القاهرة والاستاذ ابراهيم من مصر وهو مدرّس
٤. فى الجّامعة هناك. هى فستانها[3] ابيض وهو بدلته[4] بيضاء
٥. اليوم هما فى القاهرة. القاهرة بلد كبيرة فيها جامعات وفيها
٦. اهرامات.[5] الجّامعة فى الجّيزة[6] لكن اسمها جامعة القاهرة.
٧. والاهرام فى الجّيزة واسمها اهرام الجّيزة. من القاهرة
٨. للجّيزة عشرين دقيقة بالاتوبيس. فيه ثلاث اهرامات: هرم[5]
٩. خوفو وهرم خفرع وهرم منقرع وفيه ثلاث جامعات:
١٠. جامعة القاهرة وجامعة عين شمس وجامعة الازهر.

---

1. In a sense this passage represents the transition from colloquial to formal literary Arabic.

Vocabulary:

1.	عمر	"age"
2.	جامعة	"university"
3.	فستان	"dress"
4.	بدلة	"suit"
5.	هرم	"pyramid" (s.)
	اهرامات	(pl.)
6.	الجيزة	"Guiza"

=========

اسئلة

=========

١. الآنسة جانيت من اىّ بلد ؟

٢. عمرها كم سنة؟

٣. الاستاذ ابراهيم فى اىّ جامعة؟

٤. ايه[1] لون بدلته؟

٥. كم جامعة فى القاهرة؟

٦. فين[2] جامعة الازهر؟

٧. فين[2] جامعة القاهرة؟

=========

PASSAGE

=========

1. hiyya smáha l?a:nísa Janet wi huwwá smu l?ustá:z̸ Ibrahí:m.
2. ?il?a:nísa Janet bint gamí:la ɛumráha ɛišrí:n sána wi híyya min ?amrí:ka
3. lá:kin fi gámɛit ilga:híra wil ?ustá:z̸ Ibrahí:m min másr wi húwwa mudárris
4. figgámɛa hiná:k. híyya fustánha ?ábyad wi húwwa badlítu bé:da.
5. ?ilyó:m húmma filga:híra. ?ilga:híra bálad kibí:ra fí:ha gamiɛá:t wi fí:ha
6. ?ahramá:t. ?iggámɛa figgí:za lá:kin ismáha gámɛit ilga:híra
7. wil?ahrá:m figgí:za wismáha ?ahrá:m iggí:za. milga:híra

In formal Arabic the question words are:
1. ما
2. اين

8. liggí:za عišrí:n di?í:?a bil?utubí:s. fi: t̸ála t̸ ?̲ah̲r̲amá:t : h̲ár̲am
9. xúfu wih̲ár̲am x̲áf̲r̲aع wih̲ár̲am minq̲ár̲aع wifí: t̸ála t̸ gamiعá:t :
10. gámعit ilq̲a:h̲ír̲a wigámعit عe:n šáms wigámعit il?ázh̲ar.

QUESTIONS

1. ?il?a:nísa Janet min ?áyy^{ə} bálad ?
2. عum̲ráha kam sána ?
3. ?il?ustá:z̸ Ibrahí:m fi ?áyy^{ə} gámعa ?
4. ?é:(h) ló:n badlítu ?
5. kám gámعa filq̲a:h̲ír̲a ?
6. fe:n gámعit il?̲ázh̲ar ?
7. fe:n gámعit ilq̲a:h̲ír̲a ?

PASSAGE II

IN THE TOWN
فى البلد

١. نادية نزلت البلد[1] يوم الجّمعة صباحا .

٢. نزلت مع اختها وابراهيم. ابراهيم اخوها الكّبير.

٣. هى كانت عايزة شنطة سوداء وهو كان عايز شنطة كتب .

٤. خرجوا[2] من البيت الساعة ١٠ صباحا[3]

٥. ركبوا[4] الاتوبيس وبعد ربع ساعة وصلوا[5] البلد .

٦. ابراهيم ونادية واختها كانوا عاوزين يشربوا قهوة.

٧. دخلوا[6] الامريكين يشربوا قهوة .

٨. هناك فى الامريكين كانت جانيت. الاربعة شربوا القهوة وخرجوا .

٩. كان فيه محلّ[7] شنط قريب من الامريكين . دخلوا محلّ الشّنط.

١٠. بعد ساعة خرج الاربعة من المحلّ

١١. كلّ واحد منهم كان معه شنطة .

١٢. شنطة ابراهيم كانت كبيرة لكن شنطة نادية كانت اجمل .

Vocabulary:

1.	نزلت البلد	"go down town"	4.	ركبوا	"ride," "get on"
2.	خرجوا	"leave," "go out"	5.	وصلوا	"reach" (pl.)
3.	صباحا	"morning"(adv.)	6.	دخلوا	"enter" (pl.)
			7.	محلّ	"shop," "place"

١٣. رجعوا بالاتوبيس و وصلوا البيت الظّهر.

=========

اسئلة

=========

١. امتى[1] وصلت نادية البلد ؟

٢. مين[2] كان معها ؟

٣. مين[2] اكبر — نادية ولّا اخوها ؟

٤. چانيت كانت فى اىّ محلّ ؟

٥. ايه[3] شربوا / شربت؟

٦. ازّاى[4] نزلوا البلد ؟

٧. فين[5] محلّ الشّنط؟

٨. ايه[6] لون شنطة نادية؟

٩. كم ساعة كانوا فى البلد ؟

In formal Arabic the question words are:

1. متىٰ 4. كيف
2. مَن 5. اين
3. ماذا 6. ما

PASSAGE

1. Nadya nízlit ilbálad yó:m iggúmɛa s̲abá:ħan.
2. nízlit máɛa ?uxtáha wi (?I)brahí:m. ?Ibrahí:m (?)axú:ha kkibí:r.
3. híyya ká:nit ɛáyza š̲ánt̲a só:da wihúwwa ka:n ɛá:yiz š̲ánt̲it kútub.
4. x̲ár̲agu milbé:t issá:ɛa ɛáš̲r̲a s̲ab̲á:ħan.
5. ríkbu l?utubí:s wi báɛd^{ə} r̲úb̲ɛ^{ə} sá:ɛa w̲ás̲alu lbálad.
6. Ibrahí:m wi Nádya w(i?)uxtáha ká:nu ɛawzí:n yišr̲ábu ʔáhwa.
7. dáxalu (?i)l?amriké:n yišr̲ábu ʔáhwa.
8. hiná:k fil?amriké:n ká:nit Janet. ?il?̲ár̲b̲aɛa šírbu lʔáhwa wi x̲ár̲agu.
9. ka:n fí: maħáll^{ə} šún̲at̲ ʔur̲áyyib mil?amriké:n. dáxalu maħáll iššún̲at̲
10. báɛd^{ə} sá:ɛa x̲ár̲ag (?)il?̲ár̲b̲aɛa milmaħáll.
11. kúll^{ə} wá:ħid mínhum ka:n maɛá:(h) š̲ánt̲a.
12. š̲ánt̲it Ibrahí:m ká:nit kibí:ra(h) lá:kin š̲ánt̲it Nádya ká:nit ?agmálhum.
13. rígɛu bil?utubí:s wi wás̲alu lbé:t id̲d̲úhr.

QUESTIONS

1. ?ímta w̲ás̲alit Nadya lbálad ?
2. mí:n ká:n maɛá:ha ?
3. mí:n ?̲ák̲b̲ar, Nadya wálla (?a)xú:ha ?
4. Janet ká:nit fi ?áyy maħáll ?
5. šírbu / šírbit ?é:(h) ?
6. ?izzá:y nízlu lbálad ?
7. fé:n maħáll iššún̲at̲ ?
8. ?é:(h) ló:n š̲ánt̲it Nádya ?
9. ká:m sá:ɛa ká:nu filbálad ?

= =
= =

TWO
STORIES

= =
= =

GUHA IN THE MOSQUE

جحا فى الجامع

BASIC VOCABULARY

Singular		Plural		
gá:miع	جامع	gawá:miع	جوامع	"mosque"
kálima(h)	كلمة	kalá:m	كلام	"word"
su?á:l	سؤال	?as?íla(h)	اسئلة	"question"
dá:عi	داعى	dawá:عi	دواعى	"reason"
ná:s			ناس	"people"
عá:rif	عارف	عarfí:n	عارفين	"know" (active participle)
maعr̲áfš	معرفش	maniعr̲áfš	منعرفش	"I don't know," "we don't know"
?íz̸a	ازا			"if"
mafí:š	مفيش			"There is not."
fáyda(h)	فايدة	fawá:yid	فوايد	"use"
náfs	نفس			"same"
b̲aعd̲	بعض			"some"
?illi	اللى			"which," "who"

Perfect		Imperfect		
rádd	ردّ	yírudd	يردّ	"answer"
عírif	عرف	yíع r̲af	يعرف	"know"
míši	مشى	yímši	يمشى	"leave"
wáعaz̲	وعظ	yíwعiz̲	يوعظ	"preach"
?iħt̲á:r	احتار	yiħtá:r	يحتار	"be puzzled"
r̲á:ħ	راح	yirú:ħ	يروح	"go"
sá?al	سأل	yís?al	يسأل	"ask"

PASSAGE

١. جحا راح يوعظ فى الجامع ، قال للناس

٢. "انتم عارفين حاقول لكم ايه؟"

٣. الناس قالوا "لا ... منعرفش."

٤. قال لهم "اذا كنتم ماتعرفوش مفيش فايدة فى الكلام."

٥. فى اليوم الثانى سألهم جحا نفس السؤال :

٦. "انتم عارفين حاقول لكم ايه؟"

٧. ردوا وقالوا "ايوه احنا عارفين."

٨. فقال لهم جحا "اذا كنتم عارفين مفيش داعى للكلام."

٩. فى اليوم الثالث سألهم جحا نفس السؤال :

١٠. " انتم عارفين حاقول لكم ايه؟"

١١. الناس احتاروا ،

١٢. بعضهم قال "ايوه عارفين" وبعضهم قال "لا منعرفش."

١٣. جحا قال لهم "اللى يعرف يقول للى ميعرفش" ومشى .

1. Gúħa r̲á:ħ yíwʕiz̲ figgá:miʕ ʡa:l linná:s

2. " ?íntu(m) ʕarfí:n ħaʡullúku(m) é:(h) ?"

3. ?inná:s ʡá:lu " la ... maniʕr̲áfs̊. "

4. ʡallúhum " ?íƶa kúntu(m) matiʕr̲afú:s̊ mafí:s̊ fáyda fikkalá:m. "

5. filyó:m iŧŧá:ni sa?álhum Gúħa náfs issu?á:l :

6. " ?íntu(m) ʕarfí:n ħa?ullúku(m) e:(h) ?"

7. r̲áddu wiʡá:lu " ?áywa ?íħna ʕarfí:n. "

8. faʡallúhum Gúħa " ?íƶa kúntum ʕarfí:n mafí:s̊ dá:ʕi likkalá:m. "

9. filyó:m iŧŧá:lit saʡálhum Gúħa náfs issu?á:l :

10. " ?íntum ʕarfí:n ħaʡullúku(m) e:(h) ?"

11. ?inná:s iħt̲á:ru

12. b̲aʕd̲úhum ʡá:l " ?áywa ʕarfí:n. " wib̲aʕd̲úhum ʡá:l " la maniʕr̲áfs̊. "

13. Gúħa ʡallúhum " ílli yíʕr̲af yiʡú:l lílli mayiʕr̲áfs̊. " wimís̊i.

GRAMMATICAL NOTES

1. /?iz̸a/ اذا and /law/ لو are particles used in "if-then" clauses signifying that a condition must be fulfilled. They are often used with a verb in the past tense, whereas in English a conditional may be followed by a verb that is non-past. e.g. "If I *do* it..."

Examples:

Verbal

a. ?iz̸a nizilt ilbalad "If I go (literally: went) downtown...

اذا نزلت البلد

?aštiri / haštiri š̲ant̲a I'll buy a suitcase."

اشترى / هاشترى شنطة

b. ?iz̸a kunt^{ə} nizilt ilbalad "If I had gone downtown...

اذا كنت نزلت البلد

kunt ištare:t š̲ant̲a I would have bought a suitcase."

كنت اشتريت شنطة

Verbless

a. ?iz̸a ... ka:n hina "If he is here...

اذا كان هنا

?ašu:fu / hašu:fu I'll see him."

اشوفه / هاشوفه

b. law ... ka:n hina "If he had been here...

لو كان هنا

kunt^{ə} šuftu I would have seen him."

كنت شفته

Example (a) in both the verbal and verbless sentences indicates a condition that will probably be fulfilled, e.g. "If I go downtown..." Example (b) shows how the conditional is used when there is no chance of an act being completed.

The order in which the two parts of the conditional occur is flexible. Thus, it is possible to say:

hašú:fu ?iz̸a ka:n hína "I'll see him if he is here."

هاشوفه اذا كان هنا

/?iz̸a/ may be used after an imperative verb.

Examples:

kúl ?íz̸a ḥabbé:t "Eat if you like."

كل اذا حبّيت

?istaعmílha ?íz̸a عúzt "Use it if you want to."

استعملها اذا عزت

2. The active participle in Arabic may function as a verb.

Compare:

Verb ?ána ?aعr̲áfu انا اعرفه "I know him."

Active Participle ?ána عárfu انا عارفه "I know him."

Examples:

?ána rá:kib t̲ayá:r̲a(h) "I am riding in a plane."

انا راكب طيارة

huwa عá:zimni "He is inviting me."

هو عازمني

However, it may also function as a noun or an adverb.

Examples:

rá:kib ittayá:ra(h) ɛárabi	"The rider of the plane is an Arab."
راكب الطيارة عربي	
gí:t rá:kib	"I came riding."
جيت راكب	
rúḥt ilmadrása má:ši	"I went to school walking."
رحت المدرسة ماشي	

In the plural this ambiguity is cleared up, for if the active participle is used as a verb it takes sound masculine plural. If it is used as a noun the plural is of the pattern: $C_1uC_2C_2a{:}C_3$ or $C_1aC_2aC_3a(h)$.

Examples:

rukká:b ittayá:ra(h) ɛárab	"The passengers of the airplane are Arabs."
ركّاب الطيارة عرب	
gí:na rakbí:n	"We came riding."
جينا راكبين	
rúḥna lmadrása mašyí:n	"We went to school walking."
رحنا المدرسة ماشيين	

Formation of Active Participle:

Type Ia	$C_1\acute{a}{:}C_2iC_3$ (m.s.)	ká:tib	كاتب	"write," "writer"
	$C_1\acute{a}C_2C_3a$ (f.s.)	kátba	كاتبة	
	$C_1aC_2C_3\acute{i}{:}n$ (pl.)	katbí:n	كاتبين	
Type Ib	$C_1\acute{a}{:}yiC_3$ ($C_2 = y$)	xá:yif	خايف	"be afraid," "afraid"
Type II	$C_1\acute{a}{:}C_2i$ (m.s.)	má:ši	ماشي	"walk," "walking"
	$C_1\acute{a}C_2ya$ (f.s.)	mášya	ماشية	
	$C_1aC_2y\acute{i}{:}n$ (pl.)	mašyí:n	ماشيين	

Type III	$miC_1áC_2C_3iC_4$	(m.s.)	mifárfiš	مفرفش	"having a good time"
	$miC_1aC_2C_3íC_4a$	(f.s.)	mifarfíša	مفرفشة	
	$miC_1aC_2C_3iC_4í{:}n$	(pl.)	mifarfiší:n	مفرفشين	

Compare the following illustrations which show how context determines time in active participle patterns.

húwwa má:ši min sá:عa	"He left an hour ago."	هو ماشي من ساعة
húwwa má:ši búkra	"He is leaving tomorrow."	هو ماشي بكرة
húwwa má:ši dilwá?t	"He has just left;" "He is leaving shortly."	هو ماشي دلوقت

3. Negation (See page 97)

Negation of Verbs

a. Past (non-prefixed)

katábt^{ə} gawá:b	"I wrote a letter."	كتبت جواب
ma katábt^{ə}š gawá:b	"I didn't write a letter."	مكتبتش جواب
katábti gawá:b	"You (f.s.) wrote a letter."	كتبت جواب
ma katabtí:š gawá:b	"You didn't write a letter."	ما كتبتيش جواب
kunt^{ə}katábt^{ə}gawá:b / ?ilgawá:b	"I had written a letter / the letter."	كنت كتبت جواب / الجواب

makúnt^{ə}š katábt^{ə}gawa:b "I had not written a letter."

ما كنتش كتبت جواب

kunt^{ə}makatábt^{ə}š gawa:b "You shouldn't have written a letter."

كنت مكتبتش جواب

b. Non-Past (prefixed yi-)

níktib gawa:bá:t "We write letters."

نكتب جوابات

ma níktibš gawa:bá:t "We don't write letters."

ما نكتبش جوابات

c. Continuous or Habitual (prefixed bi-)

biníktib gawa:bá:t "We are writing / we write letters."

بنكتب جوابات

ma bniktíbš gawa:bá:t "We are not writing letters."

ما بنكتبش جوابات

miš biníktib gawa:bá:t "We are not writing letters."

مش بنكتب جوابات

d. Future (prefixed ha-)

hatiktíbu gawa:ba:t "You (pl.) will write letters."

هاتكتبوا جوابات

ma hatiktibú:š gawa:ba:t "You will not write letters."

ما هاتكتبوش جوابات

miš hatiktíbu "You will not write letters."

مش هاتكتبوا

Negation of Active Participles

?ana rá:yiḥ "I am going."

انا رايح

?ana miš rá:yiħ	"I am not going." انا مش رايح
?ana maráyiħš	"I am not going." انا مرايحش
húmma ɛarfí:n	"They know." هم عارفين
humma maɛarfínš	"They don't know." هم معارفينش
humma miš ɛarfí:n	"They don't know." هم مش عارفين

Negation of Adjectives, Nouns, and Pronouns

dárs sáhl	"an easy lesson" درس سهل
dárs miš sáhl (mıssáhl)	"not an easy lesson" درس مش سهل
húwwa mudárris	"He is a teacher." هو مدرّس
huwwa miš mudárris	"He is not a teacher." هو مش مدرّس
húwwa	"him" هو
miš húwwa / mahuwwá:š	"not him" مش هو / ما هوّاش

Negation of Prepositions and Adverbs

fí:h ná:s	"There are people." فيه ناس
mafí:š ná:s	"There are no people." مفيش ناس
?ilħisá:b ɛaláyya	Literally: "The account is on me." الحساب علىّ

?ilħisá:b miŝ عaláyya	"The account is not on me." الحساب مش علّي
min hína	"from here" من هنا
míŝ min hína	"not from here" مش من هنا

EXERCISES

1. Rewrite the patterns substituting the words below.

híyya	هى
?íḥna	احنا
símiع	سمع
šák̲ar ilbínt	شكر البنت

a.	húwwa fíhim iddárs	هو فهم الدرس
b.	huwwa fá:him iddárs	هو فاهم الدرس
c.	huwwa fáhmu	هو فاهمه

2. Put the verbs in parentheses in the appropriate form.

a. ?íz̸a (zá:r) libná:n, (r̲á:ḥ) bayrú:t

اذا (زار) لبنان (راح) بيروت

b. ?ána (šá:f) il?ahrá:m ?íz̸a (r̲á:ḥ) m̲áṣ̲r

انا (شاف) الاهرام اذا (راح) مصر

FROM: ONE THOUSAND NIGHTS AND ONE
ALI BABA AND THE FORTY THIEVES

مـن الف ليـلة ولـيـلة
حكايـة على بابا والاربعـين حرامـى

BASIC VOCABULARY

Singular		Plural		
?áxx	اخّ	?ixwá:t	اخـوات	"brother"
gáni	غنـى	?agníya	اغنـياء	"rich"
fa?í:r	فقـير	fú?ar̲a	فـقراء	"poor"
ḥumá:r	حمـار	ḥimí:r	حمـير	"donkey"
sú:?	سـوق	?aswá:?	اسـواق	"market"
fá:ris	فـارس	fursá:n	فرسـان	"horseman"
ḥ̲ar̲á:mi	حرامـى	ḥ̲ar̲amíyya(h)	حرامـيّة	"thief"
š̲ág̲ar̲a(h)	شـجرة	?aš̲g̲á:r	اشـجار	"tree"
s̲áx̲ra(h)	صخـرة	s̲ux̲ú:r	صخـو ر	"rock"
r̲a?í:s	رئـيس	r̲u?asá:?	رؤ سـاء	"chief"
ḥus̲á:n	حصـان	ḥ̲is̲ína(h)	حصنـة	"horse"
filú:s	فـلو س			"money"

đáhab	ذهب			"gold"
ḥ̲át̲ab	حطب			"fuel," "sticks"
lámma	لمّا			"when"
ʔuddá:m / ?amá:m	قدّام/ امام			"in front of"
xálf / w̲ár̲a	خلف / وراء			"behind"
Perfect		**Imperfect**		
xá:f min	خاف من	yixá:f	يخاف	"be afraid"
?istaxábba	استخبّى	yistixábba	يستخبّى	"hide"
fátaḥ	فتح	yíftaḥ	يفتح	"open"
		?íftaḥ	افتح	"Open!"
ríkib	ركب	yírkab	يركب	"ride"
šá:l	شال	yiší:l	يشيل	"carry"
šayyíl / ḥammíl	شيّل حمّل			"load"
bá:ع	باع	yibí:ع	يبيع	"sell"
b̲ás̲s̲ عála	بصّ	yibús̲s̲	يبصّ	"look at"
láʔa	لقى	yílʔa	يلقى	"find"

PASSAGE

حكاية على بابا

١. فى يوم من الأيّام كان فيه اخّين ، اخ غنى واخ فقير.

٢. الاخ الغنى اسمه قاسم والاخ الفقير اسمه على بابا.

٣. كان على بابا عنده ثلاث حمير ،

٤. وكان كلّ يوم يروح يشيّل حطب على الحمير ،

٥. ويروح السّوق ويبيع الحطب . . .

٦. وبعدين فى يوم من الأيّام كان على بابا بيحمّل الحمير ،

٧. بصّ لقى عدد كبير من الفرسان.

٨. خاف على بابا وجرى واستخبّى على شجرة.

٩. شاف على بابا الفرسان ،

١٠. كانوا اربعين حرامى.

١١. نزلوا من على الاحصنة ،

١٢. وبعدين رئيس الحراميّة وقف قدّام صخرة كبيرة وقال :

١٣. "افتح يا سمسم !"

١٤. باب كبير اتفتح ، ودخلوا كلّهم من الباب.

١٥. كان معهم فلوس وذهب كثير . . .

١٦. وبعدين خرج الحراميّة كلّهم ،

١٧. والرّئيس قال : "اقفل يا سمسم !"

١٨. وركبوا الاحصنة ومشيوا ...

١٩. لمّا مشيوا نزل على بابا من على الشّجرة

٢٠. ووقف قدّام الصّخرة وقال : "افتح يا سمسم !"

٢١. الباب الكبير اتفتح ، ودخل على بابا من الباب ...

1. fi yo:m mi(ni)l?ayyá:m ka:n fí: ?axxé:n , ?áxx gáni wi?áxx faʔí:r.[1]

2. il?áxx ilgáni smu ʔá:sim wil?áxx ilfaʔí:r ísmu εáli B̲á:b̲a

3. ka:n εáli B̲á:b̲a εándu ŧálaŧ ħimí:r

4. wika:n kúll^{ə} yó:m yirú:ħ yiší:l ħ̲át̲ab εál(a) lħimí:r

5. wiyrú:ħ issú:ʔ wi ybí:ε ilħ̲át̲ab ...

6. wibaεdé:n fi yo:m mi(ni)l?ayyá:m ka:n εáli B̲á:b̲a biyiħámmil ilħimí:r,

7. b̲ás̲s̲ láʔa εádad kibí:r mi(ni)lfursá:n.

8. xa:f εáli B̲á:b̲a wigíri wistaxábba εál(a)ššág̲ar̲a(h).

9. šá:f εáli B̲á:b̲a ilfursá:n,

10. ká:nu ?arbiεí:n ħ̲ar̲á:mi.

11. nízlu min εálħis̲ína(h)

12. wibaεdé:n r̲a?í:s ilħ̲ar̲amíyya(h) wiʔíf ʔuddá:m s̲áx̲r̲a(h) kbí:ra(h) wiʔá:l

13. " ?íftaħ ya símsim! "

14. bá:b kibí:r ?itfátaħ, widáxalu kullúhum milbá:b.

15. ka:n maεá:hum filú:s wiđáhab kiŧí:r ...

16. wibaεdé:n x̲ár̲ag ilħ̲ar̲amíyya(h) kullúhum,

17. wir̲r̲a?í:s ʔá:l : " ?íʔfil ya símsim! "

18. wiríkbu lħ̲ís̲ina(h) wimíšu ...

19. lámma míšu nízil εáli B̲á:b̲a min εála š̲š̲ág̲ar̲a(h),

---

[1] The sounds in parentheses are elided in speech at normal speed.

20. wiwíʡif ʡuddá:m is̱s̱áx̱ṟa(h) wiʡá:l : " ?íftaḥ ya símsim! "

21. ?ilbá:b ikkibí:r itfátaḥ, widáxal ɛáli Ḇá:ḇa milbá:b ...

EXERCISES

1. Complete the sentences using the following patterns:

?arbiعí:n	اربعـــين
ṡá:f ilharamíyya(h)	شـاف الحـرامـيّة
ilharamíyya(h)	الحـرامـيّة
ísmu ?á:sim	اسـمه قاسـم
dáxal عáli Bá:ba	دخل على بابا

a. عáli Bá:ba ka:n عándu ?áxx ______________

على بابا كان هنـده اخ ______________________

b. ع ali Bá:ba xá:f lámma ______________

على بابا خاف لمّـا ____________________

c. ?ilharamíyya(h) ká:nu ______________

الحـرامـيّة كانـوا ____________________

d. lámma itfátah ilbá:b ______________

لمّـا اتفـتح الباب ____________________

e. عali Bá:ba xá:f min ______________

على بابا خـاف من ____________________

2. Answer the following questions.

a. عali Bá:ba ka:n fa?í:r wálla gáni ?

على بابا كان فقـير ولّا غنـى ؟

b. ilharamíyya(h) ka:n maعá:hum ?é:(h) ?

الحرامية كان معهم ايه؟

c. عali Ba:ba ?istaxábba lé:(h) ?

على بابا استخبى ليه؟

d. ?istaxábba fé:n ?

استخبى فين؟

e. lé(h) dáxal min ilbá:b / milbá:b ?

ليه دخل من الباب ؟

3. Form sentence patterns as shown in the example.

Example:

?ána fatáht ilbá:b — انا فتحت الباب

ilbá:b itfátah — الباب اتفتح

a. ?ána ?afált ilbá:b — انا قفلت الباب

______ — ______

b. húwwa kásar il?álam — هو كسر القلم

______ — ______

4. Give patterns similar to the examples below.

Example: ١. الاخ الفقير اسمه على بابا .

البنت الجميلة ______ نادية .

الكتاب ______ "الف ليلة وليلة ."

Example: ٢. الحرامية كان معهم فلوس وذهب .

الحرامى كان ______ فلوس كثيرة .

انا كان ______________ فلوس .

هي ______ ______________ فلوس.

Example: ٣ . الفرسان كلهم خرجوا من الباب.

انتم ______________ ______________ من الباب.

احنا ______________ ______________ من الباب .

5. Rewrite the story in the first person beginning:

?aná smi عáli B̲á:b̲a ... انا اسمى على بابا . . .

APPENDIXES

GRAMMATICAL TERMS

1. In describing the structure of an Arabic form, the three letters ف , ع , ل , are given with the appropriate taški:l "diacritics" to represent the consonantal and vocalic pattern called /wazn/ وَزْن . Thus, the verbs /kataba/ كَتَبَ "he wrote," "he has written," /daxala/ دَخَلَ "he entered," and /šakara/ شَكَرَ "he thanked," which have the pattern $C_1aC_2aC_3a$ are said to be "on the pattern" of /faʕala/ فَعَلَ .

2. The traditional Arabic grammarians recognized three parts of speech: (a) فِعْل "verb;" (b) اِسْم "noun;" (c) حَرْف "particle." They also recognized two types of sentences:

a. جُمْلَة فِعْلِيَّة "verbal sentence"

e.g. دَخَلَ الوَلَدُ "The boy entered."

b. جُمْلَة اِسْمِيَّة "nominal sentence"

اِسْمُهُ زكى "His name is Zaki."

3. Inflections indicate whether the gender is مُذَكَّر "masculine" or مُؤَنَّث "feminine." Number is مُفْرَد "singular," مُثَنًّى "dual," or جَمْع "plural." The plural may be جَمْع سالِم "regular" (literally: whole or sound) or جَمْع تَكْسِير "broken plural." The case is مَرْفُوع "nominative," مَنْصُوب "accusative," or مَجْرُور "genitive."

Some Basic Terms

Parts of Speech	أَجْزَاءُ الكَلام

Word	كَلِمَة
Verb	فِعْل
Noun	إِسْم
Preposition	حَرْف جَرّ
Construct (two parts)	مُضَاف وَمُضَاف إِلَيْه
Pronoun	ضَمِير
Demonstrative	إِسْم إِشَارَة
Relative Pronoun	إِسْم مَوْصُول
Subject (of a verb)	فَاعِل
Subject (of a nominal pattern)	مُبْتَدَأ
Object (of a verb)	مَفْعُول
Object (of a preposition)	مَجْرُور
Adjective	صِفَة / نَعْت
Adverb	ظَرْف
Predicate (of a nominal pattern)	خَبَر
Present	المُضَارِع
Past	المَاضِي
Future	المُسْتَقْبَل
Command	الأَمْر
Active Participle	إِسْم فَاعِل
Passive Participle	إِسْم مَفْعُول

Sentence	جُمْلَة
Verbal Noun	مَصْدَر
Negation	نَفْى
Interrogative	اِسْتِفْهام
Nunnation	تَنْوِين
Colloquial	العامِّيَّة / الدارِجَة
Formal Arabic; Classical Arabic	اللُّغَة العَرَبِيَّة الفُصْحَى

VERBLESS SENTENCE PATTERNS

1. [Demonstrative] + [Noun (without /?al/)]
"This is a student." (f.) دى طالبة.

2. [Noun (with /?al/)] + [Noun (without /?al/)]
"The girl is a student." (f.) البنت طالبة.

3. [Proper Noun] + [Noun (without /?al/)]
"Nadya is a student." (f.) نادية طالبة.

4. Defined Nominal Construct = [Noun (without /?al/) + Noun (with /?al/)]
+ [Noun or Adjective (without /?al/)]
"The girl's dress is pretty." فستان البنت جميل.

5. [Noun (without /?al/) + Pronominal Suffix] + [Noun or Adjective (without /?al/)]
"Her dress is pretty." فستانها جميل.

6. [Noun (with /?al/)] + [Noun (without /?al/) + Pronominal Suffix + Noun or Adjective (without /?al/)]
"The girl's dress is pretty." (literally: البنت فستانها
"The girl her dress pretty.") جميل

7. [?al + Noun + Preposition Pattern]
"Beside the girl is a book." البنت جمبها كتاب

8. [Preposition Pattern + Noun (undefined)]
"The girl has a book." (literally: مع البنت كتاب.
"The girl with her a book.")

Non-Sentence Patterns

1. "this student" (f.) الطالبة دى

2.	"the girl (who is a) student"	البنت الطالبة
3.	"the pretty girl"	البنت الجميلة
4.	"a pretty dress of a girl"	فستان بنت جميل
5.	"a dress of a pretty girl"	فستان بنت جميلة
6.	"her pretty dress"	فستانها الجميل
7.	"the pretty dress of the girl"	فستان البنت الجميل
8.	"the book of the girl Gami:la"	كتاب البنت جميلة
9.	Literally: "the girl book pretty" (This pattern does not occur in the language unless the first word refers to the title of a book and the sentence pattern means: "Albint is a nice book.")	"البنت" كتاب جميل

EXAMPLES OF "THE CONSTRUCT"

1.	"the girl's book"	كتاب البنت
2.	"her book"	كتابها
3.	"a history book"	كتاب تاريخ
4.	"the plays of Shakespeare"	مسرحيّات شكسپير
5.	"the city of Portland"	مدينة بورتلند
6.	"north of Cairo"	شمال القاهرة
7.	"good morning"	صباح الخير
8.	"the month of Ramadan"	شهر رمضان
9.	"Friday"	يوم الجمعة
10.	"seven girls"	سبع بنات
11.	"one of us"	احدنا
12.	"some people"	بعض النّاس
13.	"every / each student"	كلّ طالب
14.	"all students"	كلّ الطّلبة
15.	"opening the door"	فتح الباب
16.	"key to the door"	مفتاح الباب
17.	"young (in age)"	صغير السنّ
18.	"the youngest boy"	اصغر ولد
19.	"noon prayer"	صلاة الظّهر

20.	"lunch time"	وقت الغذاء
21.	"the feast of Courban Bairam"	عيد الاضحى
22.	"Christmas"	عيد الميلاد
23.	"non-believer"	غير مؤمن
24.	"any / which country"	اىّ بلد

COMMON PROVERBS

(Colloquial and Formal)

What is written (predestined) must come to pass. (Colloquial)	اِللِّى مَكْتُوب عَلَى الْجِبِين لازِم تِشُوفُه العِين.
Patience is the key to solution (of preblems).	الصَّبْر مِفْتاح الفَرَج.
If talking is silver, silence is gold.	إِذا كان الكَلام مِن فَضَّة فالسُّكُوت مِن ذَهَب.
Content is a great treasure.	القَناعَةُ كَنْزٌ لا يَفْنَى.
Charity starts at home. (literally: He who is not good to his people cannot be good to anyone. Colloquial)	اِللِّى مالُوش خِير فى أَهْلُه مالُوش خِير فى حَدّ.
Be prepared for this world as though you would live forever and for the next as though you would die tomorrow.	اعْمَلْ لِدُنْياكَ كَأَنَّكَ تَعِيشُ أَبَدا واعْمَلْ لِآخِرَتِكَ كَأَنَّكَ تَمُوتُ غَدا.
Your friend readily forgives you, but your enemy always wishes you wrong. (literally: Your friend swallows pebbles for your sake and your enemy wishes you to make errors. Colloquial)	حَبِيبَك يِبْلَع لَكْ الزَّلَط وِعَدُوَّك بِتْمَنَّى لَكْ الغَلَط.
Take (as a wife) the one from a good family however poor she may be. (Colloquial)	خُذِ الأَصِيلَة وَلَوْ عَلَى الحَصِيرَة.
Love is blind.	الحُبّ أَعْمَى.

Enjoy it while it lasts. (Colloquial)	ساعة الْحَظّ ما تِتْعَوَّضْش.
The walls have ears. (Colloquial)	الحِيطان لَها وْدَان.
Priority should be given to neighbors.[1]	الجَار اوْلَى بالشُّفْعَة.

---

[1] The right of obtaining possession of a piece of land, by compulsion, for the payment of what it cost the former purchaser by reason of partnership or of immediate neighborship.

LISTENING PRACTICE

The following test may be taken more than once (for example, at the beginning of the course and a few months later). The words are given both in transliteration and in Arabic script.

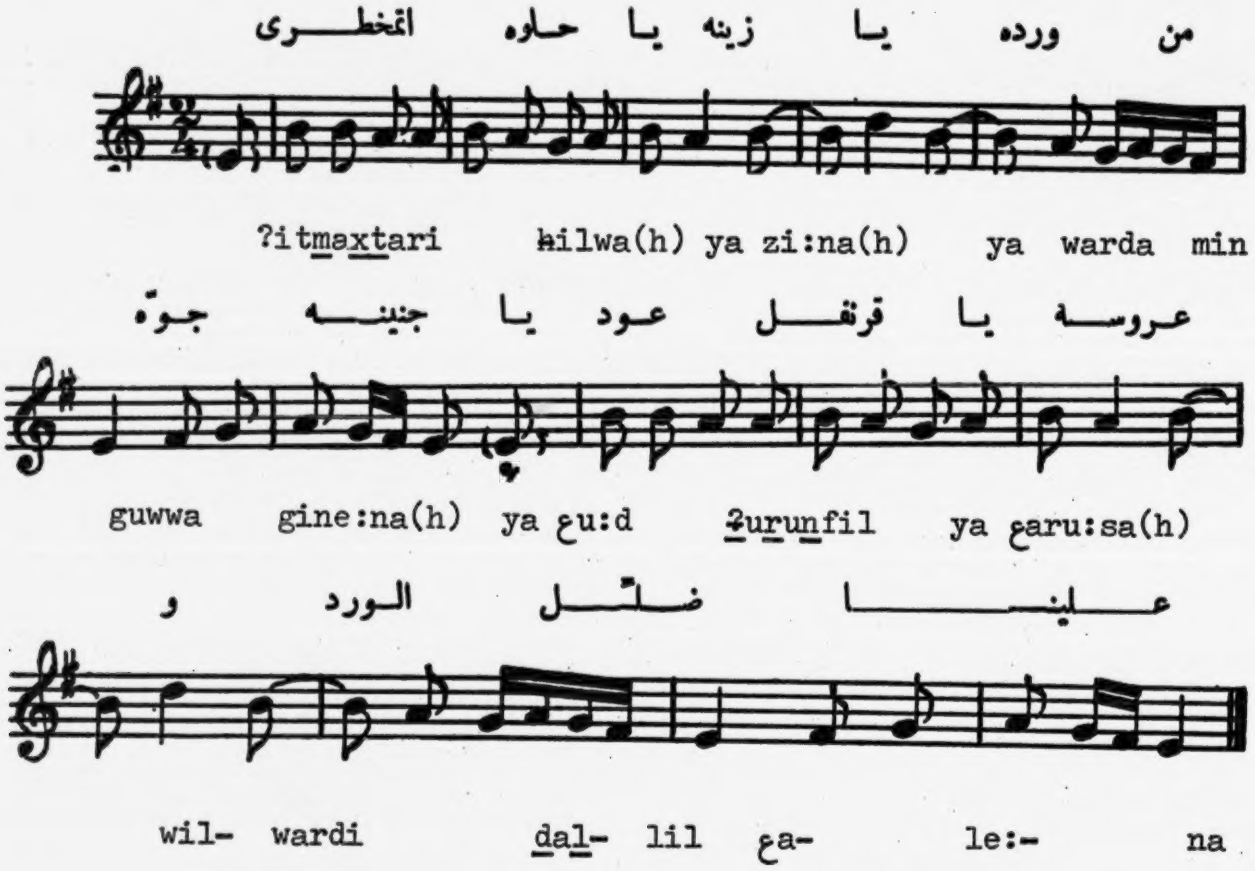
All the words in a group will be given one time to give you a chance to repeat them aloud. Then only one word will be spoken. Check the one you hear.

A.	( )	1.	sa:mm	سام
	( )	2.	samm	سمّ
	( )	3.	sama	سما
	( )	4.	samma	سمّي
	( )	5.	sinn	سنّ
	( )	6.	si:n	سين
B.	( )	7.	kita:batun	كتابة
	( )	8.	kita:ba:tun	كتابات
	( )	9.	katabu	كتبوا
	( )	10.	katabu:	كتبوه
	( )	11.	kita:ba:n	كتابان
	( )	12.	kita:ban	كتابا
	( )	13.	šafa	شفى
	( )	14.	šafa:(h)	شفاه
C.	( )	15.	baka	بكى
	( )	16.	baqa	بقى
	( )	17.	qalb	قلب
	( )	18.	kalb	كلب
	( )	19.	šakk	شكّ
	( )	20.	šaqq	شقّ
	( )	21.	raki:k	ركيك
	( )	22.	raqi:q	رقيق
D.	( )	23.	gala	غلا
	( )	24.	xala	خلا
	( )	25.	xa:li	خالى
	( )	26.	ga:li	غالى
	( )	27.	fa:rig	فارغ
	( )	28.	fa:rix	فارخ
	( )	29.	?igtiya:l	اغتيال
	( )	30.	?ixtiya:l	اختيال
	( )	31.	?iḥtiya:l	احتيال
E.	( )	32.	šagr	شعر
	( )	33.	šahr	شهر
	( )	34.	šarr	شرّ
	( )	35.	ša:ع	شاع
	( )	36.	ša:ḥ	شاح
	( )	37.	ša:h	شاه
	( )	38.	?ila:h	اله
	( )	39.	?illa:h	الآه
	( )	40.	?illa	الّا
	( )	41.	wala	ولا
	( )	42.	walla	ولّا
	( )	43.	walla	والله

F.	( )	44.	balaع	بلع
	( )	45.	balaħ	بلح
	( )	46.	balah	بله
	( )	47.	sa?al	سأل
	( )	48.	sa:l	سال
	( )	49.	sa:?	ساء
	( )	50.	saba	سبى
	( )	51.	saba?	سبأ
	( )	52.	sa:b	ساب
G.	( )	53.	s̲al̲a:h	صلاه
	( )	54.	sala:h	سلاه
	( )	55.	s̲al̲a:ħ	صلاح
	( )	56.	nasr	نسر
	( )	57.	n̲as̲r	نصر
	( )	58.	naθr	نشر
	( )	59.	qass	قسّ
	( )	60.	q̲as̲s̲	قصّ
	( )	61.	nasaf	نسف
	( )	62.	nas̲af	نصف
H.	( )	63.	bat̲t̲	بطّ
	( )	64.	batt	بتّ
	( )	65.	ba:t	بات
	( )	66.	ba:t̲	باط
	( )	67.	t̲a:b	طاب
	( )	68.	ta:b	تاب
	( )	69.	ti:n	تين
	( )	70.	t̲i:n	طين
	( )	71.	ħit̲t̲a	حطّة
	( )	72.	ħitta	حتّة
I.	( )	73.	baðar	بذر
	( )	74.	bað̲ð̲ar	بذّر
	( )	75.	naði:r	نذير
	( )	76.	nad̲i:r	نظير
J.	( )	77.	d̲ar̲b	ضرب
	( )	78.	d̲ar̲r̲ab	ضرّب
	( )	79.	darrab	درّب
	( )	80.	d̲ar̲ab	ضرب
	( )	81.	mardi	مردى
	( )	82.	m̲ar̲di	مرضى
	( )	83.	f̲a:d̲	فاض
	( )	84.	fa:d	فاد
	( )	85.	?alfa:di	الفادى
	( )	86.	?alf̲a:d̲i	الفاضى
	( )	87.	bayd̲a:?	بيضاء
	( )	88.	bayda:?	بيداء
K.	( )	89.	ra?a	رأى
	( )	90.	raعa	رعى
	( )	91.	r̲a:?i	رائى
	( )	92.	r̲a:?iع	رائع
	( )	93.	b̲aعd̲	بعض
	( )	94.	baعd	بعد
	( )	95.	عadd	عدّ
	( )	96.	عad̲d̲	عضّ
	( )	97.	?a:da:?	آداء
	( )	98.	عada:?	عداء
	( )	99.	?aعd̲a:?	اعضاء
	( )	100.	?aعda:?	اعداء

زفـــة العروســـه

zaffit ?il عaru:sa(h)


من ورده يـا زينه يـا حـلوه اتمخطـــرى
?it̲m̲ax̲t̲ari ħilwa(h) ya zi:na(h) ya warda min
عـروســه يـا قرنفـــل عـود يـا جنينـــه جـوّه
guwwa gine:na(h) ya عu:d ƻu̲r̲u̲n̲fil ya عaru:sa(h)
عـــلينـــــا ضـلّـــل الـورد و
wil- wardi d̲a̲l̲- lil عa- le:- na

اتمخطرى حلوه يا زينه يـا ورده من جوه جنينه
يـا عود قرنفل يـا عروسه والورد ضلّـــل علينـــا

?it̲max̲t̲ari witaعa:li gambi ya ħilwa(h) filbadla lbambi
ya عu:d ƻu̲r̲u̲n̲fil ya lafandi wilwardi d̲a̲l̲l̲il عale:na

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GRAMMATICAL INDEX

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GLOSSARY

GUIDE TO THE USE OF THE GLOSSARY

1. The Aim of the glossary is to show the levels of usage and the relationship between speech and writing.

2. Two Levels of Usage are represented, namely, the colloquial (CCA) and the formal (F.). The emphasis is on colloquial but formal equivalents are given wherever vocabulary items and pronunciation are significantly different.

   The term colloquial (CCA) is used to denote the words and expressions that frequently occur in the conversation of cultivated Cairene Egyptians. Formal (F.), on the other hand, refers to the words and expressions characteristic of contemporary formal Arabic. For example, educated Cairene Egyptians use the word /fulú:s/ فلوس "money" in conversation but use /nuqú:d/ نقود in formal writing. Similarly, they say /kití:r/ كثير "many" in conversation but /kaθí:r/ in formal speech.

3. The Arrangement of Entries is in Arabic Alphabetical Order. Thus the word /fustá:n/ فستان is listed under the letter /f/ ف before the word /fulú:s/ فلوس .

   Cross References are made to help identify related forms. For example, the plural form /?abwá:b/ ابواب "doors" is listed and reference is made to the singular /bá:b/ باب .

4. Transliteration is designed to represent accurate pronunciation of both colloquial and formal Arabic. Primary stress is indicated whenever it is significant but it should be noted that in formal Arabic it is less important than in the colloquial.

The symbol /g/ in (CCC) is pronounced as hard g in "good" but in (F.) is pronounced as j in "job" or as final g in "garage."

Final /-(h)/ in a pronominal suffix 3.s.m. is never given the /t/ sound.

Example:

CCC	kitá:bu(h)	كتابه	"his book"
F.	kita:buhu		

But otherwise this final /-(h)/ may be given the /t/ sound in colloquial in a construct:

s̲ú:r̲a(h)	صورة	"picture"
s̲úr̲it bínt	صورة بنت	"a girl's picture"

and in (F.) in a construct:

s̲u:r̲atu bintin	صورةُ بنتٍ	"a girl's picture"

or in (F.) with vocalized case endings:

s̲u:r̲atun	صورةٌ	"picture"

(For the full list of symbols used see end of introduction.)

5. Arabic Script unless given for both (F.) and (CCC) represents (F.) writing.

6. Synonyms and Antonyms unless labeled (F.) refer to colloquial.

7. Verbs are listed according to the perfect form 3.s.m. and the English meaning is represented by the infinitive. For example, /kátab/ كتب "he wrote," "he has written" is given as /kátab/ كتب "write."

Verb forms other than Form I are indicated under the English meaning by Roman numerals in parentheses.

Example:

TAKE SOMEONE SOMEWHERE (II) وصّل wással

The notation II means that this is verb Form II (Two).

8. *Prepositions* used with verbs or adjectives are also given.

Examples:

xá:f min	خاف من	"be afraid of"
biعí:d عan	بعيد عن	"far from"

9. Grammatical parts are indicated in some detail. For *Nouns and Adjectives* only irregular plurals are given. For example, the irregular plural /?awlá:d/ اولاد "boys" is given but the plural of /ħáfla(h)/ حفلة "party" is not given because it has the regular plural suffix /-a:t/ : حفلات . For *Verbs* the perfect, the imperfect, and the imperative are given. For *Colors* both feminine and plural forms are given. For *Numerals* only the masculine is given. A fuller treatment of numerals may be found in *Writing Arabic*.[1]

10. *List of Symbols*

s.	singular	adj.	adjective
pl.	plural	adv.	adverb
m.	masculine	n.	noun
f.	feminine	con.	conjunction
F.	formal	prep.	preposition
per.	perfective	q.	question word
im.	imperfective	v.	verb
imp.	imperative	ant.	antonym
/	alternative form	syn.	synonym
c.f.	compare / contrast	acc.	accusative case

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[1] A book by the same authors designed to be used with this book.

p.	participle (In F. the form given is m.s.)	gen.	genitive case
		nom.	nominative case
c.n.	non-countable collective noun		

11. The Order of Letters in the Arabic alphabet is as follows:

Arabic Letter	Symbol
إ / أ / آ	?a / ?u / ?i / ?a:
ب	b
ت	t
ث	θ / t̸ / s̸
ج	g (ž / j)
ح	ḥ
خ	x
د	d
ذ	ð / d̸ / z̸
ر	r
ز	z
س	s
ش	š
ص	s̱
ض	ḏ
ط	ṯ
ظ	ð̱ / ḏ̸ / ẕ
ع	ʕ
غ	ġ
ف	f

ق	q / ʔ
ك	k
ل	l
م	m
ن	n
ه	h
و	w / u: / o:
ى	y / i: / e:

	Formal	Colloquial		
(see ?ás̸ar اثر)		?a:s̸á:r	آثار	(pl.)
HERE IS / ARE (as an uninflected demonstrative)		?á:di	آدى	
SORRY		?á:sif	آسف	(.)
	?a:sifa	?ásfa	آسفة	(f.)
	?a:sifu:n آسفون (nom.)	?asfí:n	آسفين	(pl.)
FATHER		?ább	ابّ	(s.)
	?a:bà:? آباء	?̲ab̲b̲ahá:t	ابّهات	(pl.)
ant. ?umm امّ				
syn. wá:lid والد				
EVER, NEVER		?ábadan	ابدا	(adv.)
APRIL		?abrí:l	ابريل	
syn. ni:sá:n نيسان				
SON		?íbn	ابن	(s.)
		?abná:?	ابناء	(pl.)
ant. bínt بنت				
(see bá:b باب)		?abwá:b	ابواب	(pl.)
ABU SIMBIL		?abu símbil	ابو سمبل	
WHITE	?̲a̲b̲yad̲	?̲á̲b̲yad̲	ابيض	(m.)
	b̲ayd̲a:?	b̲é̲:d̲a	بيضاء	(f.)
	b̲i̲:d̲	b̲í̲:d̲	بيض	(pl.)
(see taf̲ád̲d̲al تفضّل)		?itf̲ád̲d̲al	اتفضّل	
BUS		?utubí:s	اتوبيس	(s.)

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	Formal	Colloquial		
MONUMENT	?aΘar	?ás̸ar	اثر	(s.)
	?a:Θa:r	?a:s̸á:r	آثار	(pl.)
TWELVE	?iΘna:عas̱aṟa	?it̸ṉá:s̱ar	اثنا عشر (١٢)	
TWO	?iΘnayn (acc., gen.)	?it̸né:n	اثنين (٢)	
	?iΘna:n (nom.)		اثنان	
MORE / MOST BEAUTIFUL		?ágmal	اجمل	
(see ħabb حبّ)		?aħíbb	احبّ	(im.)
BE PUZZLED (VIII)	?iħta:ra	?iħtá:r	احتار	(per.)
	yaħta:ru	yiħtá:r	يحتار	(im.)
	?iħtar	?iħtá:r	احتر	(imp.)
(see ħus̱á:n حصان)		?aħs̱ína(h)	احصنة	(pl.)
RED	?̱aħ̱m̱ar	?̱áħ̱m̱ar	احمر	(m.)
	ħ̱am̱ra:?	ħ̱ám̱ra	حمراء	(f.)
	ħum̱ṟ	ħúm̱ṟ	حمر	(pl.)
WE	naħnu نحن	?íħna	احنا	
(see ħáwwid حوّد)		?íħwid	احود	(imp.)
BROTHER		?áxx	اخ	(s.)
	?ixwa(h)	?ixwá:t	اخوة	(pl.)

syn. s̊a?í:? شقيق

		Formal	Colloquial		
SISTER		?uxt	?uxt	اخت	(s.)
		?axawa:t	?ixwá:t	اخوات	(pl.)
	syn. ši?í:?a شقيقة				
TAKE		?axaḋa	?áxađ / xađ	اخذ	(per.)
		ya?xuḋu	yá:xuđ	يأخذ	(im.)
		xuḋ	xuđ	خذ	(imp.)
	ant. ?ídda ادّى				
GREEN		?axdar	?áxdar	اخضر	(m.)
		xadra:?	xádra	خضراء	(f.)
		xudr	xúdr	خضر	(pl.)
(see xá:l خال)		?axwa:l	?ixwá:l	اخوال	(pl.)
ADMINISTRATION			?idá:ra(h)	ادارة	(n.)
MAN OF LETTERS			?adí:b	اديب	(s.)
			?udabá:?	ادباء	(pl.)
	syn. ká:tib كاتب				
IF		?iḋa	?íża	ازا	(con.)
	syn. law لو				
	?in إن				
FOUR			?árbaعa(h)	اربعة (٤)	
FOURTEEN		?arbaعataعašara	?arbaعtá:šar	اربعة عشر (١٤)	
FORTY		?arbaعi:n (acc., gen.)	?arbiعí:n	اربعين (٤٠)	
		?arbaعu:n (nom.)		اربعون	
(see rígiع رجع)			?írgaع	ارجع	(imp.)

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	Formal		Colloquial		
EARTH, LAND	?ard		?árd	ارض	(s.)
	?ara:din		?ará:di	اراض	(pl.)
HOW?	kayfa	كيف	?izzá:y / ?izzáyy	ازّاى	(con., q.)
BLUE	?azraq		?ázra?	ازرق	(m.)
	zarqa:?		zár?a	زرقاء	(f.)
	zurq		zúr?	زرق	(pl.)
(see sá?al سأل)			?ís?al	اسأل	(imp.)
(see su?á:l سؤال)			?as?íla(h)	اسئلة	(pl.)
WEEK			?isbú:ع	اسبوع	(s.)
			?asa:bí:ع	اسابيع	(pl.)
syn. gúmعa جمعة					
PROFESSOR, MR.	?usta:đ		?ustá:ƶ	استاذ	(s.)
	?asa:tiđa(h)		?asátƶa(h)	اساتذة	(pl.)
HIDE	?ixtaba?a	اختبأ	?istaxábba	استخبّا	(per.)
	yaxtabi?u	يختبئ	yistaxábba	يستخبّا	(im.)
	?ixtabi?	اختبئ	?istaxábba	استخبّا	(imp.)
USE (v.)	?istaعmala		?istáعmil	استعمل	(per.)
	yastaعmilu		yistáعmil	يستعمل	(im.)
	?istaعmil		?istáعmil	استعمل	(imp.)
WAIT	?intađara	انتظر	?istánna	استنّى	(per.)
	yantađiru	ينتظر	yistánna	يستنّى	(im.)
	?intađir	انتظر	?istánna	استنّى	(imp.)

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	Formal	Colloquial		
FAMILY		?úsra(h)	اسرة	(s.)
		?úsar	اسر	(pl.)
syn. عé:la / عيلة عa:?íla(h) عائلة				
QUICKER		?ásraع(min)	اسرع (من)	
ant. ?abta? أبطأ				
c.f. sarí:ع سريع				
(see ?á:sif آسف)		?á:sif	اسف	(m.)
NAME, NOUN		?ísm	اسم	(s.)
		?asmá:?	اسماء	(pl.)
(see su:2 سوق)		?aswá:2	اسواق	(pl.)
ASWAN / ASSUAN		?Aswá:n	اسوان	
BLACK	?aswad	?íswid	اسود	(m.)
	sawda:?	só:da	سوداء	(f.)
	su:d	sú:d	سود	(pl.)
BUY	?ištara	?ištára	اشترى	(per.)
	yaštari	yištíri	يشترى	(im.)
	?ištari	?ištíri	اشتر	(imp.)
ant. bá:ع باع				
(see šágara شجرة)		?ašgá:r	اشجار	(pl.)
YELLOW	?asfar	?ásfar	اصفر	(m.)
	safra:?	sáfra	صفراء	(f.)
	sufr	súfr	صفر	(pl.)

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	Formal	Colloquial		
(see sanf صنف)		?asná:f	اصناف	(pl.)
GENUINE	?asi:la(t)	?así:la(h)	اصيلة	(s.)
	?usala:?	?usála	اصلاء	(pl.)
(see ɛi:d ?al?ádha) (عيد الاضحى)		?ádha	اضحى	(n.)
USED TO	?iɛta:da	?iɛtá:d	اعتاد	(per.)
	yaɛta:du	yiɛtá:d	يعتاد	(im.)
	?iɛtad	?iɛtá:d	اعتد	(imp.)
(see ɛírif عرف)	?uɛarrif	?a ɛárraf	اعرّف	(im.)
(see ɛamm عمّ)		?aɛmá:m	اعمام	(pl.)
BLIND	?aɛma	?áɛma	اعمى	(m.)
	ɛamya:?	ɛámya	عمياء	(f.)
	ɛumy	ɛúmy	عمى	(pl.)
(see ɛá:m عام)		?aɛwá:m	اعوام	(pl.)
(see ɛí:d عيد)		?aɛyá:d	اعياد	(pl.)
AUGUST syn. ?á:b آب		?agústus	اغسطس	
(see gáni غنى)	?agniya:?	?agníya	اغنياء	(pl.)
(see fátah فتح)		?íftah	افتح	(imp.)
(see ?álam قلم)	?aqla:m	?i?lá:m	اقلام	(pl.)

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	Formal	Colloquial		
BIGGER, BIGGEST ant. ?̲ás̲g̲ar اصـــغر c.f. kibi:r كبـــير		?ákbar	اكـــبر	
OCTOBER syn. tišri:n تشـــرين al?awwal الاوّل		?ukto:b̲ar	اكـــتوبر	
EAT	?akala	kal / ?ákal	كل / اكل	(per.)
	ya?kulu	yá:kul	يـــأكل	(im.)
	kul	kul	كـــل	(imp.)
LESS, EXCEPT syn. ma:عáda ماعـــدا		?illa	الّا	
(see ?a:nisa آنسة)	?al-	?il?a:nísa(h)	الآنســـة	
MONDAY	?al?iθnayn	?il?iŧné:n	الا ثنـــين	
SUNDAY	?al?áħad	?il?áħad / ?ilħádd	الا حد	
WEDNESDAY	?al?̲ar̲b̲aعa:?	?il?̲ár̲b̲aع	الا ربـــعاء	
JORDAN		?al?úrdun	الا ردن	
ALEXANDRIA	?al?iskandaríyya(t)	(?il)?iskindiríyya(h)	الا ســـكندريّـــة	
(see عi:d ?al?̲ád̲ħ̲a) (عيد الاضحى)		?il?̲ád̲ħ̲a	الا ضـــحى	
TUESDAY	?aθθula:θa:?	?iŧŧalá:ŧ	الثلاثـــاء	

	Formal	Colloquial	
FRIDAY	?algumɛa(t)	?iggúmɛa(h)	الجمعة
GUIZA	?algi:za(t)	?iggí:za(h) / ?ilgi:za(h)	الجيزة
THURSDAY	?alxami:s	?ilxámi:s	الخميس
SATURDAY	?assabt	?issábt	السّبت
SAUDI ARABIA		?assuɛú:diyya(h)	السّعوديّة
(see sáyyid سيّد)		?issáyyid	السّيّد
CHINA	?assi:n	?issí:n	الصّين
IRAQ		?alɛirá:q	العراق
YOU'RE WELCOME, I BEG YOUR PARDON	?alɛafwu / ɛafwan عفوا	?ilɛáfu	العفو
THOUSAND		?álf (١٠٠٠) ?a:la:f	الف (s.) آلاف (pl.)
CAIRO		?alqa:híra(h)	القاهرة
GOD syn. rabb ربّ ?ilá:h اله		?allá:h	الله
WHICH, WHO, WHOSE	(m.s.) ?allađi الّذى (f.s.) ?allati الّتى (pl.) ?allađi:na الذين	?ílli	اللى (relative pronoun)

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	Formal	Colloquial		
(see nahá:r نهار)		?innahá:r	النّهار	(n.)
(see ló:n لون)		?alwá:n	الوان	
IN FRONT OF		?amá:m	امام	(prep.)
ant. wára / وراء				
xálf خلف				
syn. ?uddá:m قدّام				
YESTERDAY	?alba:riha(t) البارحة	?imbá:rih	امبارح	(adv.)
	?ams امس			
ant. búkra بكرة				
WHEN?	mata:? متى ؟	?ímta ?	امتى ؟	(q.)
COMMAND (v.)	?amara	?ámar	امر	(per.)
	ya?muru	yú?mur	يأمر	(im.)
	mur	?u?mur	مر	(imp.)
AMERICA		?amri:ka	امريكا	
syn. ?ilwila:yá:t ilmuttáhida الولايات المتّحدة				
(see míši مشى)		?ímši	امشى	(imp.)
HOPE (n.)		?ámal	امل	(s.)
		?a:má:l	آمال	(pl.)
MOTHER		?úmm	امّ	(s.)
		?ummahá:t	امّهات	(pl.)
syn. wá:lida والدة				
c.f. ?abb ابّ				
I (first person pronoun)		?ána	انا	

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	Formal		Colloquial		
BE PLEASED, HAPPY	surra	سرّ	?inbásat (min)	انبسط	(per.)
			yinbásat (من)	ينبسط	(im.)
			?inbásat	انبسط	(imp.)
YOU	?anta		?ínta	انت	(m.)
	?anti		?ínti	انتِ	(f.)
	?antum		?íntu(m)	انتم	(pl.)
MISS (followed by first name)			?a:nísa(h)	آنسة	
DELIGHTED TO HAVE YOUR COMPANY			?a:nístum	آنستم	
HELLO			?áhlan wa sáhlan	اهلا وسهلا	
syn. marhába مرحبا					
THERE HE IS	ha:húwa	هاهو	?áhu	اهو	
SHE IS	ha:híya	هاهى	?áhi	اهى	
THEY ARE	ha:hum	هاهم	?áhum	اهم	
(see walad ولد)			?awlá:d	اولاد	(pl.)
FIRST	?awwal		?áwwil	اوّل	
WHICH? WHAT?	ma: / ma:da	ما ماذا	?é:(h)	ايه	(q.)
WHICH? WHAT? (q., con.)	?ayyu		?ayy	اىّ	(m.)
	?ayyatu			ايّة	(f.)

b

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	Formal		Colloquial		
(see yo:m يوم)			?ayyá:m	ايّام	(pl.)
YES	naεam	نعم	?áywa	ايوه	
ant. la? لا					

b - ب

	Formal		Colloquial		
A WELL	bi?r		bí:r	بئر	(s.)
	?a:ba:r		?a:bá:r	آبار	(pl.)
DOOR			bá:b	باب	(s.)
			?abwá:b	ابواب	(pl.)
STAY OVERNIGHT	ba:ta		ba:t	بات	(per.)
	yabi:tu		yiba:t	يبات	(im.)
	bit		bi:t	بت	(imp.)
DISCLOSE	ba:ħa		bá:ħ (bi)	باح (ب)	(per.)
	yabu:ħu		yibú:ħ	يبوح	(im.)
	buħ		bú:ħ	بح	(imp.)
BECOME UNPLEASANT	ba:xa		bá:x	باخ	(per.)
	yabu:xu		yibú:x	يبوخ	(im.)
	bux		bú:x	بخ	(imp.)
BLESS (III)	ba:raka		bá:rak	بارك	(per.)
	yuba:riku		yibá:rik	يبارك	(im.)
			bá:rik	بارك	(imp.)
KISS (v.)	qabbala	قبّل	bá:s	باس	(per.)
	yuqabbilu	يقبّل	yibú:s	يبوس	(im.)
	qabbil	قبّل	bú:s	بوس	(imp.)

b

ب

	Formal		Colloquial		
SELL	ba:عa		bá:ع	بـاع	(per.)
	yabi:عu		yibí:ع	يبـيع	(im.)
	biع		bí:ع	بـع	(imp.)
ant. ?ištára اشـترى					
REMAIN	ba:qin	بـاق	bá:?i	باقـى	(adj.)
c.f. ba?a بـق					
BELONGING TO	xa:ss bi	خاص بـ	bitá:ع	بـتاع	(s.)
			bitá:عit	بـتاعة	(f.)
			bitú:ع	بـتوع	(pl.)
DECIDE	batta		bátt	بـتّ	(per.)
	yabuttu		yibítt	يـبتّ	(im.)
	butt		bítt	بـتّ	(imp.)
BEGINNING			bad?	بـدء	
SUIT	ħulla(t)	حـلّة	bádla(h)	بدلـة	(s.)
	ħullal	حـلل	bídal	بـدل	(pl.)
c.f. fustá:n فسـتان					
LEAVE	baraħa			بـرح	(per.)
	yabraħu			يبـرح	(im.)
	?ibraħ			ابـرح	(imp.)
syn. sá:fir سـافر					
GOODNESS			birr	بـرّ	(n.)
ant. šárr شـرّ					
syn. xé:r خـير					
MAIL			barí:d	بريـد	(n.)
syn. bústa بوسـطة					

b ب

	Formal		Colloquial		
ENOUGH, BUT	f̲áq̲at̲ / kafa	فقط / كفى	báss	بسّ	
LOOK	n̲ad̲ara yand̲ur̲u ?und̲ur	نظر ينظر انظر	b̲ás̲s̲ (li) yib̲ús̲s̲ b̲ús̲s̲	بصّ (ل) يبصّ بصّ	(per.) (im.) (imp.)
syn. s̊a:f شاف					
GO AWAY	baɛuda yabɛudu ?abɛid		bíɛid (ɛan) yíbɛid ?íbɛid	بعد يبعد ابعد	(per.) (im.) (imp.)
ant. ʔ̲ar̲r̲ab (min) قرّب (من)					
AFTER			báɛd / báɛdᵊma	بعد بعد ما	(prep., con.)
SOME			b̲áɛd̲	بعض	
syn. s̊uwáyya(h) شويّة					
FAR	baɛi:d buɛa:d		biɛí:d (ɛan) buɛá:d	بعيد (عن) بعاد	(s.) (pl.)
ant. ʔur̲áyyib (min) قريّب (من)					
TIPS			baʔs̊í:s̊	بقشيش	(n.)
MIDDLE EASTERN PASTRY			baʔlá:wa(h)	بقلاوة	(n.)
REMAIN	baqa yabqa		báʔa yíbʔa	بقى يبقى	(per.) (im.)
syn. fíd̲il فضل					

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	Formal		Colloquial		
REMAINDER			ba?íyya(h)	بقيّة	(s.)
			ba?á:ya	بقايا	(pl.)
TOMORROW	ba:kir /	باكر	búkr̲a(h)	بكره	(adv.)
	gadan	غدًا			
ant. ?imbá:riḥ امبارح					
DATE (to eat)			bálaḥa(h)	بلحة	(s.)
			balaḥá:t /	بلحات	(pl.)
			bálaḥ	بلح	(pl., c.n.)
TOWN, CITY, A COUNTRY			bálad	بلد	(s.)
			bilá:d	بلاد	(pl.)
syn. madi:na(h) مدينة					
SWALLOW	balaعa		bálaع	بلع	(per.)
	yablaعu		yíblaع	يبلع	(im.)
	?iblaع		?íblaع	ابلع	(imp.)
OVERCOAT	miعt̲af	معطف	b̲ált̲u	بلطو / بالطو	(s.)
	maعa:t̲if	معاطف	b̲al̲á:t̲i	بلاطى	(pl.)
STUPIDITY			bálah	بله	(s.)
			balá:ha(h)	بلاهة	(pl.)
BUILDER	banna:?		bánna	بنّاء	(n.)
c.f. bána بنى					
GIRL			bínt	بنت	(s.)
			baná:t	بنات	(pl.)
c.f. wálad ولد					

b ب

	Formal		Colloquial		
BANK			bánk	بنك	(s.)
			bunú:k	بنوك	(pl.)
BUILD	bana:		bána	بنى	(per.)
	yabni:		yíbni	يبنى	(im.)
	?ibni		?íbni	ابن	(imp.)
BROWN			búnni	بنّى	(adj.)
MAIL, POST OFFICE	maktab	مكتب	bústa(h)	بوسطة	(n.)
	bari:d	بريد			
REED			bú:sa(h)	بوصة	(s.)
			bú:s	بوص	(pl.)
POLICE			bu:lí:s	بوليس	(n.)
syn. ɛaskári عسكرى					
HOUSE	bayt		bé:t	بيت	(s.)
	buyu:t		buyú:t	بيوت	(pl.)
syn. mánzil منزل					
BEIGE			bé:ž	بيج	(adj.)
(see ?ábyad ابيض)			bé:da(h)	بيضاء	(f.)
			bí:d	بيض	(pl.)

t - ت

REPENT	ta:ba		tá:b	تاب	(per.)
	yatu:bu		yitú:b	يتوب	(im.)
	tub		tú:b	تب	(imp.)

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	Formal	Colloquial		
(see ?axađ اخذ)		tá:xuđ	تاخذ	(im.)
HISTORY, DATE		ta:rí:x tawa:rí:x	تاريخ تواريخ	(s.) (pl.)
(THE) NINTH		tá:siɛ	تاسع	(n.)
TAXI		táksi / taks	تاكسي تاكس	
(see ?akal اكل)		tá:kul	تاكل	(im.)
(see ħabb حبّ)		tiħíbb	تحبّ	(im.)
UNDER ant. fo:? فوق		taħt	تحت	(prep.)
(see ra:ħ راح)		tirú:ħ	تروح	(im.)
ONE-NINTH	tusع ?atsa:ع	túsع ?itsá:ع	تسع ($\frac{1}{9}$) اتساع	(s.) (pl.)
NINE		tísɛa(h)	تسعة (٩)	
NINETEEN	tisɛataɛašara	tisaɛtá:šar	تسعة عشر (١٩)	
NINETY	tisɛi:n (acc., gen.) tisɛu:n (nom.)	tisɛí:n	تسعين (٩٠) تسعون	
(see simiɛ سمع)		tísmaɛ	تسمع	(im.)

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	Formal	Colloquial		
(see ?ištára اشترى)		tištíri	تشترى	(im.)
IT'S NICE TO MEET YOU, WE ARE HONORED (V)		tašar̲r̲áfn̲a	تشرّفنا	
(see šá:f شاف)		tišú:f	تشوف	(im.)
(see ɛámal عمل)		tíɛmil	تعمل	(im.)
TAKE AS COMPENSATION	taɛawwad̲a	?itɛáwwad̲	تعوّض	(per.)
	yataɛawwad̲u	yitɛáw̲w̲ad̲	يتعوّض	(im.)
	taɛawwad̲	?itɛáw̲w̲ad̲	تعوّض	(imp.)
(see ɛá:š عاش)		tiɛí:š	تعيش	(im.)
PLEASE (as an invitation) (V) c.f. minf̲ád̲l̲ak من فضلك	taf̲ad̲d̲al	?itf̲ád̲d̲al	تفضّل	(m.s.)
DREGS		tífl	تفل	(n.)
(see ʔár̲a قرأ)		tíʔra	تقرأ	(im.)
(see kátab كتب)		tíktib	تكتب	(im.)
(see líbis لبس)		tílbis	تلبس	(im.)
TELEGRAM, TELEGRAPH syn. barqíyya(h) برقيّة		tilligr̲á:f	تلغراف	(n.)

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HILL		táll	تلّ	(s.)
		tilá:l	تلال	(pl.)
c.f. gábal جبل				
TULLE		túll	تلّ	(n.)
TELEPHONE		tilifó:n	تليفون	(n.)
DESIRE	tamanna	?itmánna	تمنّي	(per.)
(V)	yatamanna	yitmánna	يتمنّى	(im.)
	tamanna	?itmánna	تمنّ	(imp.)
(see nízil نزل)		tínzil	تنزل	(im.)
(see ta:rí:x تاريخ)		tawa:rí:x	تواريخ	(pl.)
(see gá:? جاء)		tí:gi	تيجى	(im.)
FIG		tí:na(h)	تينة	(s.)
		tiná:t /	تينات	(pl.)
		tí:n	تين	(pl., c.n.)

Θ, ⱦ, ꞩ .. ث

(THE) THIRD	Θa:liΘ	ⱦá:liⱦ	ثالث	(adj.)
(THE) EIGHTH	Θa:min	ⱦá:min	ثامن	(adj.)
(THE) SECOND	Θa:nin	ⱦá:ni	ثان	(adj.)
	?aΘΘa:ni	?iⱦⱦá:ni	الثانى	

Θ, ŧ, s̸

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	Formal	Colloquial		
SECOND (time unit)	Θa:niya Θawa:nin	s̸ánya(h) s̸awá:ni	ثانية ثوان	(s.) (pl.)
ANOTHER	Θa:niya(t)	ŧánya(h)	ثانية	
THREE	Θala:Θa(t)	ŧalá:ŧa(h)	(٣) ثلاثة	
THIRTEEN	Θala:Θata ɛaṡ̲ar̲a	ŧalaŧ̲ŧ̲á:ṡ̲ar	ثلاثة عشر (١٣)	
THIRTY	ΘalaΘi:n (acc., gen.) ΘalaΘu:n (nom.)	ŧalaŧí:n	(٣٠) ثلاثين ثلاثون	
ONE-THIRD	ΘulΘ ?aΘla:Θ	ŧúlŧ / ŧílŧ ?iŧlá:ŧ	(١/٣) ثلث اثلاث	(s.) (pl.)
EIGHT	Θama:níya(t)	ŧamánya(h)	(٨) ثمانية	
EIGHTEEN	Θama:niyata ɛaṡ̲ar̲a	ŧamantá:ṡ̲ar	ثمانية عشر (١٨)	
EIGHTY	Θamani:n (acc., gen.) Θama:nu:n (nom.)	ŧamaní:n	(٨٠) ثمانين ثمانون	
ONE-EIGHTH	Θumn ?aΘma:n	ŧúmn ?iŧmá:n	ثمن اثمان	(s.) (pl.)

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* In formal Arabic it is pronounced /j/ or /ž/, in colloquial Arabic /g/.

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	Formal	Colloquial		
COME	ga:?a	gé(h)	جاء	(per.)
	yagi:?u	yí:gi	يجيء	(im.)
	gi?		جيء	(imp.)
ant. rá:h راح				
FRENCH PASTRY		gató:	جاتو	
NEIGHBOR		gá:r̲	جار	(s.)
		girá:n	جيران	(pl.)
COAT		ẓakítta	چاكتّة	(n.)
MOSQUE		gá:miع	جامع	(s.)
		gawá:miع	جوامع	(pl.)
syn. másgid مسجد				
c.f. kiní:sa كنيسة				
UNIVERSITY	ga:miعa(t)	gámعa(h)	جامعة	(n.)
c.f. kullíyya(h) كلّية				
FOREHEAD	gabi:n	gibí:n	جبين	(n.)
GRANDFATHER	gadd	gídd	جدّ	(s.)
	gudu:d /	gidú:d /	جدود	(pl.)
	?agda:d	?agdá:d	اجداد	
VERY		gíddan	جدّا	(adv.)
syn. ʔáwi قوى				
xá:lis̲ خالص				

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	Formal	Colloquial		
NEW	gadi:d	gidí:d	جديد	(s.)
	gúdad	gudá:d	جدد	(pl.)
ant. ?adí:m قديم				
syn. ħadí:θ حديث				
RUN	gara:	gíri	جرى	(per.)
	yagri:	yígri	يجرى	(im.)
	?igri	?ígri	اجر	(imp.)
SHOE	ħida:? حذاء	gázma(h)	جزمة	(s.)
	?aħdiya احذية	gízam	جزم	(pl.)
BEAUTY		gamá:l	جمال	(n.)
ant. qubħ قبح				
SOCIETY		gamعíyya(h)	جمعيّة	(n.)
WEEK		gúmعa(h)	جمعة	(n.)
syn. ?isbú:ع اسبوع				
(FRIDAY - see ?iggúmعa(h)) (الجمعة)		gúmعa(h)	جمعة	
CAMEL		gámal	جمل	(s.)
		gimá:l	جمال	(pl.)
syn. ná:qa(h) ناقة				
BEAUTIFUL (adj.)		gamí:l	جميل	(s.)
		gumá:l	جمال	(pl.)
ant. qabí:ħ قبيح				

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	Formal		Colloquial		
GARDEN	gunayna(t)		giné:na(h)	جنينة	(s.)
	gana:?in	جنائن	ganá:yin	جناين	(pl.)
syn. ħadí:qa حديقة					
ONE POUND (100 piasters)	gunayh		giné:h	جنيه	(s.)
			giniħá:t	جنيهات	(pl.)
LETTER (mail)	xit̲a:b	خطاب	gawá:b	جواب	
syn. maktú:b مكتوب					
(an) ANSWER			gawá:b	جواب	(n.)
ant. su?á:l سؤال					
PASSPORT			gawá:z sáf̲ar̲	جواز سفر	(n.)
syn. basbúrt باسبورت					
(see gá:miع جامع)			gawá:miع	جوامع	

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	Formal		Colloquial		
WALL	ħ̲a:?it̲		ħé:t̲a	حائط	(s.)
	ħawa:?it̲	حوائط	ħ̲it̲á:n	حيطان	(pl.)
PREVENT	manaعa	منع	ħá:ŝ	حاش	(per.)
	yamnaعu	يمنع	yiħú:ŝ	يحوش	(im.)
	?imnaع	امنع	ħú:ŝ	حوش	(imp.)
CERTAINLY			ħ̲á:d̲ir	حاضر	
ant. ?a:sif آسف					

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	Formal		Colloquial		
CONDITION, STATE			ħá:l	حال	(s.)
			?aħwá:l	احوال	(pl.)
c.f. šárṯ شرط					
LIKE, LOVE, WOULD LIKE	?aħabba	احبّ	ħább	حبّ	(per.)
	yaħibbu	يحبّ	yiħíbb	يحبّ	(im.)
	?aħibb	احبّ	ħíbb	حبّ	(imp.)
LOVE			ħúbb	حبّ	(n.)
SWEETHEART,	ħabi:b		ħabí:b	حبيب	(s.)
CLOSE FRIEND	?aħibba:?	احباء	ħabá:yib	حبايب	(pl.)
ant. ɛaduww عدوّ					
A PIECE	qiṯɛa(t)	قطعة	ħítta(h)	حتّة	(s.)
	qiṯaɛ	قطع	ħítat	حتت	(pl.)
A PLACE	maka:n	مكان	ħítta(h)	حتّة	(s.)
	?ama:kin	اماكن	ħítat	حتت	(pl.)
ELEVEN	?aħada ɛaš̱ara	احد عشرة	ħiḏá:š̱aṟ	حداشر (١١)	
SOMEONE, ANYONE (used in negative and interrogative)	?aħad	احد	ħadd	حدّ	
syn. š̱áxs̱ شخص					
IRON			ħadí:d	حديد	(n.)
(see síkka ħadi:díyya(h)) (سكّة حديديّة)			ħadi:díyya(h)	حديديّة	

	Formal		Colloquial		
THIEF	liss	لصّ	hará:mi	حرامي	(s.)
	lisu:s	لصوص	haramíyya(h)	حراميّة	(pl.)
syn. sá:ri? سارق					
WAR			hárb	حرب	(s.)
			hurú:b	حروب	(pl.)
ant. sílm / سلم salá:m سلام					
WIFE OF, MRS.			háram	حرم	(s.)
			harí:m	حريم	(pl.)
syn. záwga(t) زوجة (F.)					
BILL, ACCOUNT, ARITHMETIC			hisá:b	حساب	(n.)
HORSE	hisa:n		husá:n	حصان	(s.)
	?ahsina(t)		hísina(h)	احصنة	(pl.)
syn. fáras فرس					
RUG, MAT			hasí:ra(h)	حصيرة	(s.)
			husr	حصر	(pl.)
FIREWOOD			hátab	حطب	(n.)
MEANNESS			hítta(h)	حطّة	(n.)
LOT, GOOD FORTUNE, FUN	hadd		házz	حظّ	(s.)
	hudu:d		huzú:z	حظوظ	(pl.)
PARTY			háfla(h)	حفلة	(n.)
STORY			hiká:ya(h)	حكاية	(n.)
syn. qíssa قصّة					

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	Formal		Colloquial		
SOLUTION (to a problem)			ħáll	حلّ	(s.)
			ħulú:l	حلول	(pl.)
DONKEY	ħim̲a:r̲		ħum̲á:r̲	حمار	(s.)
			ħimí:r	حمير	(pl.)
PRAISE			ħámd	حمد	(n.)
syn. ṡ̲úkr̲ شكر					
(see ?áħ̲mar̲ احمر)			ħ̲ám̲r̲a	حمراء	(f.)
			ħ̲úm̲r̲	حمر	(pl.)
LOAD (v.)	ħammala		ħámmil	حمّل	(per.)
(II)	yuħammilu		yiħámmil	يحمّل	(im.)
	ħammil		ħámmil	حمّل	(imp.)
LOAD			ħíml	حمل	(n.)
WHALE			ħú:t	حوت	(s.)
			ħi:tá:n	حيتان	(pl.)
TURN	?ittagaha	اتّجه	ħáwad (ʕala)	حود	(per.)
	yattagihu	يتّجه	yíħwid (على)	يحود	(im.)
	?ittagih	اتّجه	?íħwid	احود	(imp.)
syn. da:r دار					
COURTYARD	fina:?	فناء	ħó:ṡ	حوش	(s.)
	?afniya	افنية	?iħwá:ṡ	احواش	(pl.)
LIFE			ħayá:(h)	حياة	(n.)
ant. mó:t موت					
ANIMAL			ħayawá:n	حيوان	(n.)

x

خ

	Formal	Colloquial		
BE A FAILURE	xa:ba	xá:b	خاب	(per.)
	yaxi:bu	yixí:b	يخيب	(im.)
	xib	xí:b	خب	(imp.)
ant. fálah فلح				
nágah نجح				
syn. fášal فشل				
COLLAPSE	x̲a:r̲a	x̲á:r̲	خار	(Per.)
	yaxu:ru	yixú:r	يخور	(im.)
	xur	xú:r	خر	(imp.)
SPECIAL		x̲á:s̲s̲	خاصّ	(adj.)
ant. عá:mm عامّ				
BE AFRAID	xa:fa	xá:f (min)	خاف (من)	(per.)
	yaxa:fu	yixá:f	يخاف	(im.)
	xif	xá:f	خف	(imp.)
EMPTY, UNOCCUPIED	xa:lin	xá:li	خال	(adj.)
	?alxa:li	?ilxá:li	الخالى	
ant. mašgu:l مشغول				
syn. f̲a:d̲i فاضى				
UNCLE (mother's side)	xa:l	xá:l	خال	(s.)
	?axwa:l	?ixwá:l	اخوال	(pl.)
(THE) FIFTH		xá:mis	خامس	(adj.)
CHEEK		xádd	خدّ	(s.)
		xudú:d	خدود	(pl.)

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	Formal	Colloquial		
LEAK	x̲ar̲r̲a	x̲ár̲r̲	خرّ	(per.)
	yax̲ur̲r̲u	yix̲úr̲r̲	يخرّ	(im.)
	x̲ur̲r̲	x̲úr̲r̲	خرّ	(imp.)
GO OUT	x̲ar̲aga	x̲ár̲ag	خرج	(per.)
	yaxr̲ugu	yíxr̲ug	يخرج	(im.)
	?uxr̲ug	?úxr̲ug	اخرج	(imp.)
ant. dáxal دخل syn. míši مشى				
MAKE (SOMEONE) LEAVE! (II)		x̲ar̲r̲á:g	خرّج	(m.)
MAKE A HOLE	xaraqa	xára?	خرق	(per.)
	yaxriqu	yíxra?	يخرق	(im.)
	?ixriq	?íxra?	اخرق	(imp.)
(see ?̲áx̲d̲ar̲ اخضر)		x̲ád̲r̲a	خضراء	(f.)
		x̲úd̲r̲	خضر	(pl.)
SCARE (someone)	x̲ad̲d̲a	x̲ád̲d̲	خضّ	(per.)
	yaxud̲d̲u	yix̲úd̲d̲	يخضّ	(im.)
	x̲ud̲d̲	x̲úd̲d̲	خضّ	(imp.)
syn. xáwwif خوّف				
OPEN SPACE	xala:?	xála	خلاء	(n.)
syn. f̲ád̲a:? فضاء				
TAKE OFF (clothes)	xalaعa	xálaع	خلع	(per.)
	yaxlaعu	yíxlaع	يخلع	(im.)
	?ixlaع	?íxlaع	اخلع	(imp.)
ant. líbis لبس				

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	Formal	Colloquial		
BEHIND		xalf	خلف	
ant. ʔuddá:m قدّام				
syn. w̲ár̲a وراء				
CREATE	xalaqa	xálaʔ	خلق	(per.)
	yaxluqu	yíxlaʔ	يخلق	(im.)
	?uxluq	?íxlaʔ	اخلق	(imp.)
syn. ?áwgad اوجد				
VINEGAR		xáll	خلّ	(n.)
ONE-FIFTH		xúms (١/٥)	خمس	(s.)
		?axmá:s	اخماس	(pl.)
FIVE		xámsa(h) (٥)	خمسة	
FIFTEEN	xamsata ɛaṡ̲ar̲a	xamast̲á:ṡ̲ar	خمسة عشر (١٥)	
FIFTY	xamsi:n (acc., gen.)	xamsí:n (٥٠)	خمسين	
	xamsu:n (nom.)		خمسون	
PRIEST	xu:ri	xú:ri	خورى	(s.)
	xawa:rina(t)	xawárna(h)	خوارنة	(pl.)
syn. ká:hin / كاهن qassí:s قسّيس				
PALM LEAF		x̲ú:ṣ̲a(h)	خوصة	(s.)
		x̲ú:ṣ̲	خوص	(pl., c.m.)
GOOD		xé:r	خير	(n.)
ant. ṡ̲ár̲r شرّ				

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	Formal		Colloquial		
THIS	ha:đa	هذا	da	دا	(m.)
	ha:đihi	هذه	di	دى	(f.)
	ha:?ula:?i	هؤلاء	dó:l	دول	(pl.)
ALWAYS	da:?iman		dáyman	دائما	(adv.)
TURN	da:ra		dá:r	دار	(per.)
	yadu:ru		yidú:r	يدور	(im.)
	dur		dú:r	در	(imp.)
HOUSE			dá:r	دار	(s.)
			dú:r	دور	(pl.)
syn. bé:t بيت					
ONE WHO HAS STUDIED			dá:ris	دارس	(p.)
c.f. dáras درس					
REASON, NEED	da:عin		dá:عi	داع	(s.)
	dawa:عin		dawá:عi	دواع	(pl.)
syn. sábab سبب					
CONTINUE	da:ma		dá:m	دام	(per.)
	yadu:mu		yidú:m	يدوم	(im.)
	dum		dúm	دم	(imp.)
ENTER	daxala		dáxal	دخل	(per.)
	yadxulu		yídxul	يدخل	(im.)
	?idxul		?ídxul	ادخل	(imp.)
ant. x̲ár̲ag خرج					
GEM			dúrra(h)	درّة	(s.)
			dúr̲ar̲	درر	(pl.)
syn. gawhár̲a جوهرة					

	Formal	Colloquial		
TEACH	darrasa	dárris	درّس	(per.)
(II)	yudarrisu	yidárris	يدرّس	(im.)
	darris	dárris	درّس	(imp.)
syn. عállim علّم				
PAY	dafaعa	dáfaع	دفع	(per.)
	yadfaعu	yídfaع	يدفع	(im.)
	?idfaع	?ídfaع	ادفع	(imp.)
MAKE PAY	daffaعa	dáffaع	دفّع	(per.)
(II)	yudaffiعu	yidáffaع	يدفّع	(im.)
	daffiع	dáffaع	دفّع	(imp.)
MINUTE (of time)	daq̲i:qa(t)	di?í:?a(h)	دقيقة	(s.)
	daq̲a:?iq	da?á:yi?	دقائق	(pl.)
THAT	da:lika (m.) زلك tilka (f.) تلك ?ula?ika (pl) اولئك	dúkha	دكها	
GUIDE	dalla	dáll	دلّ	(per.)
	yadullu	yidíll	يدلّ	(im.)
	dull	díll	دلّ	(imp.)
syn. ?̲ár̲ṡad ارشد				
NOW	?al?a:n الآن	dilwá?t	دلوقت	(adv.)
BLOOD		dámm	دمّ	(n.)
syn. dimá:? دماء				
DAMASCUS		dimáṡq	دمشق	

d — د

	Formal	Colloquial		
WORLD, EARTH		dúnya	دنيا	(n.)
ant. ?a:xíra آخرة				
syn. عá:lam عالم				
(see dá:عi داع)		dawá:عi	دواع	(pl.)
FLOOR (on a building)	dawr	dó:r	دور	(s.)
PART (played)	?adwa:r	?adwá:r	ادوار	(pl.)
DECEMBER		disímbir	ديسمبر	
syn. kanú:n كانون				
al?áwwal الاوّل				
RELIGION		dí:n	دين	(s.)
		?adyá:n	اديان	(pl.)
DEBT	dayn	dé:n	دين	(s.)
	duyu:n	duyú:n	ديون	(pl.)

d̸, z̸, đ - ذ

	Formal	Colloquial		
MELT	đa:ba	d̸á:b	ذاب	(per.)
	yađu:bu	yid̸ú:b	يذوب	(im.)
ant. gímid جمد				
syn. sá:ḥ ساح				
SELF	đa:t	z̸á:t	ذات	(s.)
	đawa:t		ذوات	(pl.)
syn. náfs نفس				

d̸, z̸, d

ذ

	Formal	Colloquial		
TASTE (v.)	da:g̲a	d̸á:2	ذاق	(per.)
	yadu:qu	yid̸ú:2	يـذوق	(im.)
	duq	d̸ú:2	ذق	(imp.)
CORN		d̸úr̲a(h)	ذرة	(n.)
GOLD	dahab	d̸áhab	ذهب	(n.)
TASTE (n.)	dawq	z̸ó:2	ذوق	(s.)
	?adwa:q	?az̸wá:2	اذواق	(pl.)

r - ر

	Formal	Colloquial		
HEAD	r̲a?s	r̲á:s	رأس	(s.)
	r̲u?u:s	r̲ú:s	رؤوس	(pl.)
[illegible]	r̲a?a		رأى	
	yara		يـرى	
syn. ṡá:f شـاف				
c.f. bás̲s̲ بـصّ				
CHIEF, PRESIDENT		r̲a?í:s / r̲áyyis	رئيس	(s.)
		r̲u?asá:? / r̲uyása	رؤسـاء	(pl.)
(THE) FOURTH		r̲á:b̲iع	رابـع	(n.)
RETURNING		rá:giع	راجـع	(p.)
c.f. rígiع رجـع				

	Formal		Colloquial		
GO	đahaba	ذهب	r̲á:h	راح	(per.)
	yađhabu	يذهب	yirú:h	يـروح	(im.)
	?iđhab	اذهب	rú:h	روح	(imp.)
ant. rígiع / رجـع					
عá:d عـاد					
RADIO			rádyu(h)	راديـو	
RIDING			rá:kib	راكـب	(p.)
c.f. ríkib ركـب					
RIDER, PASSENGER			rá:kib	راكـب	(s.)
			rukká:b	ركّـاب	(pl.)
ONE-FOURTH	r̲ubع		r̲úbع	ربـع ($\frac{1}{٤}$)	(s.)
	?ar̲ba:ع		?irbá:ع	اربـاع	(pl.)
RETURN	ragiع a		rígiع	رجـع	(per.)
	yargiعu		yírgaع	يرجـع	(im.)
	?irgaع		?írgaع	ارجـع	(imp.)
syn. عá:d عـاد					
ANSWER	r̲adda		r̲ádd (عála)	ردّ (على)	(per.)
	yaruddu		yirúdd	يـردّ	(im.)
	rudd		rúdd	ردّ	(imp.)
ant. sá?al سـأل					
syn. gá:wib جاوب					
LOOK AFTER	r̲aعa		r̲áعa	رعـى	(per.)
	yar̲عa		yír̲عa	يرعـى	(im.)
	?ir̲عa		?ír̲عa	ارع	(imp.)

z　　ز

	Formal	Colloquial		
RIDE	r̲akiba	ríkib	ركب	(per.)
	yarkabu	yírkab	يركب	(im.)
	?irkab	?írkab	اركب	(imp.)
ant. nízil نزل				
CORNER		r̲úkn	ركن	(s.)
		?arká:n	اركان	(pl.)
GRAY		r̲am̲á:di	رمادى	(adj.)
(the month of) RAMADAN		(ṡ̲áh̲r) (شهر) رمضان, r̲amad̲á:n		
THROW	rama	ráma	رمى	(per.)
	yarmi	yírmi	يرمى	(im.)
	?irmi	?írmi	ارم	(imp.)

z - ز

	Formal	Colloquial		
INCREASE	za:da	zá:d	زاد	(per.)
	yazi:du	yizí:d	يزيد	(im.)
	zid	zí:d	زد	(imp.)
ant. ní?is̲ نقص				
VISIT (v.)	za:ra	zá:r	زار	(per.)
	yazu:ru	yizú:r	يزور	(im.)
	zur	zú:r	زر	(imp.)
VISIT		ziyá:r̲a(h)	زيارة	(n.)
BECOME NOISY		zá:t̲	زاط	(per.)
		yizí:t̲	يزيط	(im.)
		zí:t̲	زيط	(imp.)

z

ز

	Formal		Colloquial		
(see ?ázraʔ ازرق)			zárʔa	زرقاء	(f.)
			zúrʔ	زرق	(pl.)
BECOME ANGRY / SAD	ħazina	حزن	zíεil	زعل	(per.)
	yaħzanu	يخزن	yízεal	يزعل	(im.)
	?iħzan	احزن	?ízεal	ازعل	(imp.)
ant. ?inb̲ás̲at̲ انبسط fíriħ فرح					
ANGRY / SAD			zaεlá:n	زعلان	(adj.)
ant. f̲ar̲ħá:n فرحان					
PEBBLE			z̲álat̲a(h)	زلطة	(s.)
			z̲álat̲	زلط	(pl., c.n.)
TIME			záman	زمن	(s.)
			?azmá:n	ازمان	(pl.)
syn. waʔt وقت					

s - س

	Formal		Colloquial		
ASK	sa?ala		sá?al	سأل	(per.)
	yas?alu		yís?al	يسأل	(im.)
	?is?al		?ís?al	اسأل	(imp.)
ant. gá:wib جاوب r̲ádd ردّ					
QUESTION	su?a:l		su?á:l	سؤال	(s.)
	?as?ila(t)		?as?íla(h)	اسئلة	(pl.)
ant. gawá:b جواب r̲ádd ردّ					

s **س**

	Formal	Colloquial		
COMMON	sa:?ir	sá:yir	سائر	(p.)
(THE) SEVENTH		sá:biع	سابع	(adj.)
DOMINATE	sa:da	sá:d	ساد	(per.)
	yasu:du	yisú:d	يسود	(im.)
	sud	súd	سد	(imp.)
(THE) SIXTH		sá:dis	سادس	(adj.)
CLOCK, WATCH, HOUR		sá:عa(h)	ساعة	(n.)
SEPTEMBER syn. ?aylú:l ايلول		sibtímbir	سبتمبر	
ONE-SEVENTH	subع	súbع (١/٧)	سبع	(s.)
	?asba:ع	?isbá:ع	اسباع	(pl.)
SEVEN		sábعa(h)(٧)	سبعة	
SEVENTEEN	sabعata عašara	sabaعtá:šar	سبعة عشر (١٧)	
SEVENTY	sabعi:n (acc., gen.)	sabعí:n(٧٠)	سبعين	
	sabعu:n (nom.)		سبعون	
OUTRUN	sabaqa	sába?	سبق	(per.)
	yasbiqu	yísba?	يسبق	(im.)
	?isbaq	?ísba?	اسبق	(imp.)
A RACE	siba:q	sába?	سبق	(n.)

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س

	Formal	Colloquial		
BLACKBOARD		sabbú:r̲a(h)	سبّورة	(n.)
LADY, WOMAN		sítt	ستّ	(n.)
syn. sayyída(h) سيّدة				
SIX		sítta(h) (٦)	ستّة	
SIXTEEN	sittata عaṡ̲ar̲a	sit̲t̲á:ṡ̲ar̲	ستّة عشر (١٦)	
SIXTY	sitti:n (acc., gen.)	sittí:n (٦٠)	ستّين	
	sittu:n (nom.)		ستّون	
BLOCK	sadda	sádd	سدّ	(per.)
	yasuddu	yisídd	يسدّ	(im.)
	sudd	sídd	سدّ	(imp.)
DAM		sádd	سدّ	(s.)
		sudú:d	سدود	(pl.)
syn. xazzá:n خزّان				
ONE-SIXTH	suds	súds ($\frac{١}{٦}$)	سدس	(s.)
	?asda:s	?isdá:s	اسداس	(pl.)
STEAL, ROB	sar̲aq̲a	sáraʔ	سرق	(per.)
	yasriqu	yísraʔ	يسرق	(im.)
	?isr̲aq	?ísraʔ	اسرق	(imp.)
BED	sari:r	sirí:r	سرير	(s.)
	?asir̲r̲a(h) اسرّة	sará:yir	سراير	(pl.)
QUICK		sarí:ع	سريع	(adj.)

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س

	Formal	Colloquial		
COUGHING		suعá:l	سـمال	(n.)
syn. kúħħa كـحّة				
TRY	saعa	sáعa	سـعى	(per.)
	yasعa	yísعa	يسـعى	(im.)
	?isعa	?ísعa	اسـع	(imp.)
syn. ħá:wil حاول				
HAPPY	saعi:d	saعí:d	سـعيد	(s.)
	suعada:?	súعada	سـعداء	(pl.)
syn. mabsú:t مبسـوط				
BOOK (in religion)		sífr	سـفر	(s.)
		?asfá:r	اسـفار	(pl.)
TRAVEL		sáfar	سـفر	(n.)
CEILING	saqf	sáʡf	سـقف	(s.)
	suqu:f	suʡú:f	سـقوف	(pl.)
WATER	saqa	sáʡa	سـقى	(per.)
	yasqi	yísʡi	يسـقى	(im.)
	?isqi	?ísʡi	اسـق	(imp.)
WAY		síkka(h)	سـكّة	(s.)
		síkak	سـكك	(pl.)
syn. tari:ʡ طريق				
RAILROAD		síkka	سـكّة	(n.)
		ħadi:díyya	حديديّة	
SUGAR		súkkar	سـكّر	(n.)
LODGING		sákan	سـكن	(n.)

s س

	Formal	Colloquial		
SILENCE	suku:t	sikú:t	سكوت	(n.)
c.f. sakat سكت				
PEACE, GREETING		salá:m	سلام	(n.)
ant. ḥárb حرب				
GREET	sallama	sállim (عala)	سلّم	(per.)
(II)	yusallimu	yisállim (على)	يسلّم	(im.)
	sallim	sállim	سلّم	(imp.)
SKY	sama:?	sáma	سماء	(s.)
	samawa:t	samawá:t	سموات	(pl.)
ant. ?árd ارض				
PERMIT, ALLOW	samaḥa	sámaḥ (li)	سمح (ل)	(per.)
	yasmaḥu	yísmaḥ	يسمح	(im.)
	?ismaḥ	?ísmaḥ	اسمح	(imp.)
ant. manaع منع				
HEAR	samiعa	símiع	سمع	(per.)
	yasmaعu	yísmaع	يسمع	(im.)
	?ismaع	?ísmaع	اسمع	(imp.)
POISON (v.)	samma	sámm	سمّ	(per.)
	yasummu	yisímm	يسمّ	(im.)
	summ	símm	سمّ	(imp.)
POISON (n.)		súmm	سمّ	(s.)
		simú:m	سموم	(pl.)
NAME	samma	sámma	سمّي	(per.)
(II)	yusammi	yisámmi	يسمّي	(im.)
	sammi	sámmi	سمّ	(imp.)
c.f. ?ism اسم				

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س

	Formal	Colloquial		
POINT, TOOTH, AGE		sínn	سنّ	(s.)
		?asná:n	اسنان	(pl.)
YEAR		sána(h)	سنة	(n.)
syn. ʕa:m عام				
(see ?áhlan اهلا)		sáhlan	سهلا	
(see ?áswad اسود)		só:da	سوداء	(f.)
		sú:d	سود	(pl.)
CHAPTER (of the Koran)		sú:r̲a(h)	سورة	(s.)
		súwar̲	سور	(pl.)
SYRIA		súrya / suríyya	سوريا	
MARKET	su:q	sú:ƻ	سوق	(s.)
	?aswa:q	?aswá:ƻ	اسواق	(pl.)
MR., MASTER		(?as)sáyyid	(ال)سيّد	(s.)
		?asyá:d	اسياد	(pl.)
syn. ?al?ustá:z̸ الاستاز				
BIOGRAPHY		sí:ra(h)	سيرة	(s.)
		síyar	سير	(pl.)
syn. ħayá:(t) حياة				
MOVIE THEATER		sínima	سينما	

š ش

	Formal		Colloquial		
WISH	ša:?a		šá:?	شاء	(per.)
	yaša:?u		yašá:?	يشاء	(im.)
	ši?		ší?	شىء	(imp.)
syn. ?ará:d اراد					
STREET			šá:riع	شارع	(s.)
			šawá:riع	شوارع	(pl.)
syn. síkka(h) سكّة					
SMART			šá:tir	شاطر	(s.)
			šuttá:r	شطّار	(pl.)
ant. xa:yib خايب					
BECOME KNOWN	ša:عa		šá:ع	شاع	(per.)
	yaši:عu		yiší:ع	يشيع	(im.)
SEE	nadara	نظر	šá:f	شاف	(per.)
	yanduru	ينظر	yišú:f	يشوف	(im.)
	?indur	انظر	šú:f	شوف	(imp.)
c.f. bass بصّ					
THANKFUL			šá:kir	شاكر	(p.)
CARRY	hamala	حمل	šá:l	شال	(per.)
			yiší:l	يشيل	(im.)
			ší:l	شل	(imp.)
CONSULT	ša:wara		šá:wir	شاور	(per.)
	yuša:wiru		yišá:wir	يشاور	(im.)
	ša:wir		šá:wir / šú:r	شاور شور	(imp.)
TEA			šá:y	شاى	(n.)
WINDOW	na:fida	نافذة	šibbá:k	شبّاك	(s.)
	nawa:fid	نوافذ	šababí:k	شبابيك	(pl.)

š

ش

	Formal	Colloquial		
NET		šábaka(h)	شبكة	(s.)
		šibá:k	شباك	(pl.)
TREE		š̱ág̱aṟa(h)	شجرة	(s.)
		?ašg̱á:ṟ	اشجار	(pl.)
DRINK	šaṟiba	šírib	شرب	(per.)
	yašṟabu	yíšṟab	يشرب	(im.)
	?išṟab	?íšṟab	اشرب	(imp.)
LEAK		šárr	شرّ	(per.)
		yišúrr	يشرّ	(im.)
		šúrr	شرّ	(imp.)
syn. x̱áṟṟ خرّ				
CONDITION, PREREQUISITE		š̱árṯ	شرط	(s.)
		š̱uṟú:ṯ	شروط	(pl.)
RIGHT OF PRE-EMPTION		šúfʕa(h)	شفعة	
THANKS		šúkran	شكرا	(adv.)
syn. maʕa ššúkr مع الشكر				
THANK	š̱akaṟa	š̱áḵar	شكر	(per.)
	yaškuru	yíškur	يشكر	(im.)
	?uškur	?úškur	اشكر	(imp.)
THANKS, THANKING		šúkr	شكر	(n.)
SHAPE		šákl	شكل	(s.)
		?ašká:l	اشكال	(pl.)
CHOCOLATE		šikuḻá:ṯa(h)	شكولاتة	

š **ش**

	Formal	Colloquial		
BECOME PARALYZED	šalla	šáll	شلّ	(per.)
	yašullu	yišíll	يشلّ	(im.)
	šall	šíll	شلّ	(imp.)
LEFT, NORTH		šimá:l	شمال	
ant. ganú:b جنوب				
syn. báhri بحرى				
SUITCASE, PURSE		šánta(h)	شنطة	(s.)
		šúnat	شنط	(pl.)
MONTH		šáhr	شهر	(s.)
		šuhú:r	شهور	(pl.)
ROAST	šawa:	šáwa	شوى	(per.)
	yašwi:	yíšwi	يشوى	(im.)
	?išwi	?íšwi	اشو	(imp.)
A FEW, SOME		šuwáyya(h)	شويّة	
syn. baεd بعض				
SHISHKABAB		ší:š kabá:b	شيش كباب	
LOAD (II)		šáyyil	شيّل	(per.)
		yišáyyil	يشيّل	(im.)
		šáyyil	شيّل	(imp.)
syn. hámmil حمّل				

s - ص

HUNT , FISH	sa:da	sá:d	صاد	(per.)
	yasi:du	yisí:d	يصيد	(im.)
	sid	sí:d	صد	(imp.)

s̲ ص

	Formal	Colloquial		
PIASTER		s̲á:g	صاغ	
syn. ?írš قرش				
FAST	s̲a:ma	s̲á:m	صام	(per.)
	yas̲u:mu	yis̲ú:m	يصوم	(im.)
	s̲um	s̲ú:m	صم	(imp.)
ant. fít̲ir فطر				
MORNING		s̲ab̲á:ḥ	صباح	(n.)
ant. misá:? مساء				
IN THE MORNING		(?̲is̲)s̲úbḥ	(ال)صبح	
PATIENCE		s̲ábr̲	صبر	(n.)
HEALTH		s̲íḥḥa(h)	صحّة	
ant. m̲ár̲ad̲ مرض				
ROCK		s̲áx̲ra(h)	صخرة	(s.)
		s̲ux̲ú:r	صخور	(pl.)
syn. ḥ̲ágar̲ حجر				
DETER	s̲ad̲d̲a	s̲ád̲d̲	صدّ	(per.)
	yas̲ud̲d̲u	yis̲úd̲d̲	يصدّ	(im.)
	s̲ud̲d̲	s̲úd̲d̲	صدّ	(imp.)
ZERO		s̲íf̲r	صفر	(s.)
		?as̲fá:r̲	اصفار	(pl.)
PRAYER		s̲alá:(h)	صلاة	(s.)
		s̲alawá:t	صلوات	(pl.)

s ص

	Formal		Colloquial		
PRAY	salla		sálla	صلّى	(per.)
(II)	yusalli		yisálli	يصلّى	(im.)
	salli		sálli	صلّ	(imp.)
MEMORIZE	hafida	حفظ	sámm	صمّ	(per.)
	yahfadu	يحفظ	yisúmm	يصمّ	(im.)
	?ihfad	احفظ	súmm	صمّ	(imp.)
KIND , TYPE			sánf	صنف	(s.)
			?asná:f	اصناف	(pl.)
syn. nó:ع نوع					
PICTURE			sú:ra(h)	صورة	(s.)
			súwar	صور	
FASTING	sawm		só:m	صوم	(s.)
	?aswa:m		?aswá:m	اصوام	(pl.)
SMALL SALTED FISH			sí:ra(h)	صيرة	(s.)
			sí:r	صير	(pl.)

d - ض

MUTTON	da:niyy		dá:ni	ضانى	(adj.)
HARMFUL			dá:r	ضار	
LOSE ONE'S WAY	dalla		dáll	ضلّ	(per.)
	yadillu		yidíll	يضلّ	(im.)
	dill		díll	ضلّ	(imp.)

t ط

	Formal		Colloquial		
EMBRACE, COMBINE	damma		dámm	ضمّ	(per.)
	yadummu		yidúmm	يضمّ	(im.)
	dumm		dúmm	ضمّ	(imp.)

t - ط

	Formal		Colloquial		
RIPEN, RECOVER	ta:ba		tá:b	طاب	(per.)
	yati:bu		yití:b	يطيب	(im.)
	tib		tí:b	طب	(imp.)
FLY	ta:ra		tá:r	طار	(per.)
	yati:ru		yití:r	يطير	(im.)
	tir		tí:r	طر	(imp.)
c.f. tayya:ra طيّارة					
STUDENT			tá:lib	طالب	(s.)
			tálaba(h)/	طلبة	(pl.)
			tullá:b	طلّاب	
CHALK			tabaší:r	طباشير	
FALL DOWN	waqaɛa	وقع	tább	طبّ	(per.)
			yitúbb	يطبّ	(im.)
			túbb	طبّ	(imp.)
WAY			tarí:ʔ	طريق	(s.)
			túruʔ	طرق	(pl.)

syn. šá:riɛ شارع/
síkka(h) سكّة

t

ط

	Formal	Colloquial		
GO UP	talaεa	tíliε	طلع	(per.)
	yatlaεu	yítlaε	يطلع	(im.)
	?itlaε	?ítlaε	اطلع	(imp.)
ant. nízil نزل				
LOOK OVER	talla	táll	طلّ	(per.)
	yatillu	yitúll	يطلّ	(im.)
	till	túll	طلّ	(imp.)
syn. báss بصّ				
BRICK		tú:ba(h)	طوبة	(s.)
		tú:b	طوب	(pl.)
STRAIGHT AHEAD		(εála) tú:l	(على) طول	
LONG		tawí:l	طويل	(s.)
		tiwá:l	طوال	(pl.)
ant. ?usáyyar قصير				
AIRPLANE	ta:?ira(t) طائرة	tayyá:ra(h)	طيّارة	(n.)
GOOD, WELL ant. wíhiš وحش syn. kuwáyyis كويّس		táyyib	طيّب	
BIRDS	ta:?ir / طائر tayr طير	té:r	طير	(s.)
		tiyú:r	طيور	(pl.)
MUD, LAND		tí:n	طين	(n.)

ḍ, ḍ́, z ظ

	Formal	Colloquial		
INJUSTICE	ḍulm	zúlm	ظلم	(n.)
APPEAR	ḍahara	zahar	ظهر	(per.)
	yaḍharu	yízhar	يظهر	(im.)
	?iḍhar	?ízhar	اظهر	(imp.)
ant. ?ixtáfa اختفى				
BACK	ḍahr	ḍ́áhr	ظهر	(s.)
	ḍuhu:r	ḍ́uhú:r	ظهور	(pl.)
NOON	(?aḍ)ḍuhr	(?iḍ́)ḍ́úhr	(ال)ظهر	

ع - ع

	Formal	Colloquial		
FAMILY	عa:?ila(t)	عa:?íla(h) /	عائلة	(n.)
		عé:la	عيلة	
syn. ?úsra(h) اسرة				
KNOWING		عá:rif	عارف	(p.)
c.f. عarif عرف				
WANT	?iħta:ga احتاج	عá:z	عاز	(per.)
	yaħta:gu يحتاج	yiعú:z	يعوز	(im.)
syn. ħább حبّ				
LIVE	عa:s̊a	عá:s̊	عاش	(per.)
	yaعi:s̊u	yiعí:s̊	يعيش	(im.)
	عis̊	عi:s̊	عش	(imp.)
ant. má:t مات				
(THE) TENTH		عá:s̊ir	عاشر	

	Formal	Colloquial		
FINE, GOOD		عá:l	عـال	(adj., adv.
syn. kuwáyyis كويّـس				
ant. wíḥiš وحـش				
HIGH, TALL	عa:lin	عá:li	عـال	(adj.)
		?ilعá:li	العـالى	
syn. murtáfiع مـرتفع				
ant. wá:t̲i واطـى				
YEAR		عá:m	عـام	(s.)
		?aعwá:m	اعـوام	(pl.)
syn. sána(h) سـنة				
HELP	عa:wana	عá:win	عـاون	(per.)
	yu a:winu	yiعá:win	يعـاون	(im.)
	عa:win /	عá:win /	عـاون	(imp.)
	?aعin اعـن	عí:n	عـين	
syn. sá:عid سـاعد				
IN NEED (of), WANTING	muḥta:g محتاج	عá:wiz /	عـاوز	(p., m.)
		عá:yiz	عـايز	
	muḥta:ga(t)	عá:wza(h) /	عـاوزة	(f.)
	محتاجة	عáyza(h)	عـايزة	
COUNT	عadda	عádd	عـدّ	(per.)
	yaعuddu	yiعídd	يعـدّ	(im.)
	عudd	عídd	عـدّ	(imp.)
c.f. عádad عـدد				
ENEMY		عadúww	عـدوّ	(s.)
		?aعdá:?	اعـداء	(pl.)
ant. ḥabí:b حبيب				
EXCUSE	عađar̲a	عáƶar	عـذر	(per.)
	yaعđiru	yúعƶur	يعـذر	(im.)
	?iعđir	?úعƶur	اعـذر	(imp.)

	Formal		Colloquial		
ARAB	ɛar̲abiyy		ɛár̲ab̲i	عربى	(s.)
			ɛár̲ab	عرب	(pl.)
ARABIC	?allúgatu (?a)lɛar̲abíyya(t) اللغة العربيّة		ɛar̲ab̲i	عربى	
KNOW, RECOGNIZE	ɛar̲afa		ɛírif	عرف	(per.)
	yaɛr̲ifu		yíɛr̲af	يعرف	(im.)
	?iɛrif		?íɛr̲af	اعرف	(imp.)
INTRODUCE (II)	ɛar̲r̲afa		ɛár̲r̲af (bi)	عرّف (ب)	(per.)
	yuɛarrifu		yiɛár̲r̲af	يعرّف	(im.)
	ɛarrif		ɛár̲r̲af	عرّف	(imp.)
syn. ?áddim (li) قدّم (ل)					
INVITE	ɛazama		ɛázam	عزم	(per.)
	yaɛzimu		yíɛzim	يعزم	(im.)
	?iɛzim		?íɛzim	اعزم	(imp.)
syn. dáɛa دعا					
POLICEMAN, SOLDIER	gundi	جندى	ɛaskári	عسكرى	(s.)
	gunu:d	جنود	ɛasá:kir	عساكر	(pl.)
c.f. b̲uli:s̲ بوليس					
DIFFICULT, HARD ant. sáhl سهل syn. s̲áɛb صعب			ɛasí:r	عسير	(adj.)
FOR, IN ORDER TO	li?agl	لاجل	ɛašá:n / ɛalašá:n	عشان علشان	(con.)
c.f. li?ann لأن					

	Formal	Colloquial		
ONE-TENTH		عúšr (١/١٠)	عشر	(s.)
		?aعšá:r	اعشار	(pl.)
TEN		عášra(h)	عشرة (١٠)	
TWENTY	عišri:n (acc., gen.)	عišrí:n	عشرين (٢٠)	
	عišru:n (nom.)		عشرون	
JUICE		عasí:r	عصير	(n.)
ON, UPON		عála	على	(prep.)
AGE		عúmr	عمر	(s.)
		?aعmá:r	اعمار	(pl.)
syn. sínn سنّ				
DO, MAKE, WORK	عamala	عámal	عمل	(per.)
	yaعmalu	yíعmil	يعمل	(im.)
	?iعmal	?íعmil	اعمل	(imp.)
syn. fáعal فعل				
UNCLE (father's side)		عámm	عمّ	(s.)
		?aعmá:m	اعمام	(pl.)
c.f. xa:l خال				
AT, WITH	عinda	عánd	عند	
FEAST, FESTIVAL		عí:d	عيد	(s.)
		?aعyá:d	اعياد	(pl.)
COURBAN / GREATER BAIRAM c.f. عí:d ?alfítr عيد الفطر		عí:d ?al?áḍha	عيد الاضحى	(n.)

g

غ

	Formal		Colloquial		
EYE, LETTER ع, A SPRING	ɛayn		ɛé:n	عين	(s.)
	ɛuyu:n		ɛuyú:n	عيون	(pl.)

g - غ

	Formal		Colloquial		
BE ABSENT	ga:ba		gá:b	غاب	(per.)
	yagi:bu		yigí:b	يغيب	(im.)
	gib		gí:b	غب	(imp.)
ant. h̲ád̲ar حضر					
SINK IN	ga:r̲a			غار	(per.)
	yagu:ru			يغار	(im.)
	gur			غر	(imp.)
BECOME JEALOUS	ga:r̲a		gá:r̲ (min)	غار (من)	(per.)
	yaga:r̲u	يغار	yigí:r̲	يغير	(im.)
	gir		gí:r̲	غر	(imp.)
DIVE	ga:s̲a		gá:s̲	غاص	(per.)
	yagu:s̲u		yigú:s̲	يغوص	(im.)
	gus̲		gú:s̲	غص	(imp.)
EXPENSIVE	ga:lin		gá:li	غال	(adj.)
	?alga:li		?ilgá:li	الغالى	
ant. r̲ixí:s̲ رخيص					
LUNCH, FOOD	gada:?	غذاء	gáda	غداء	
TOMORROW	gadan			غداً	(adv.)
syn. búkra / بكرة bá:kir باكر					

g غ

	Formal	Colloquial		
DECEIVE	garra	gárr	غرّ	(per.)
	yagurru	yigúrr	يغرّ	(im.)
syn. xáda خدع				
DROWN	gariqa	gíriʔ	غرق	(per.)
	yagraqu	yígraʔ	يغرق	(im.)
	?igraq	?ígraʔ	اغرق	(imp.)
WRONG	xata? خطأ	gálat	غلط	(s.)
	?axta:? اخطاء	?aglá:t	اغلاط	(pl.)
ant. sáhh صحّ				
CLOSE, SHUT	galaqa / ?aglaqa		غلق / اغلق	(per.)
	yagliqu		يغلق	(im.)
	?igliq		اغلق	(imp.)
ant. fátah فتح				
syn. ʔáfal قفل				
RICH	ganiyy	gáni	غنى	(s.)
	?agniya:?	?agníya	اغنياء	(pl.)
ant. faʔí:r فقير				
WITHOUT	min gayri	(min) gé:r	(من) غير	
syn. bidú:n بدون				
JEALOUSY	gayra(t)	gí:ra(h)	غيرة	(n.)

f - ف

REDEEMER	fa:din	fá:di	فاد
	?alfa:di	?ilfá:di	الفادى

f ف

	Formal	Colloquial		
HORSEMAN		fá:ris	فارس	(s.)
		fursá:n	فرسان	(pl.)
c.f. faras فرس				
EMPTY		fá:rig	فارغ	(adj.)
ant. malyá:n مليان				
syn. fá:di فاض				
USE, INTEREST (profit)	fa:?ida(t)	fáyda(h)	فائدة	(s.)
	fawa:?id	fawá:yid	فوائد	(pl.)
EMPTY, FREE	fa:din	fá:di	فاض	(adj.)
	?alfa:di	?ilfa:di	الفاضى	
ant. maṡgú:l مشغول				
syn. fá:rig فارغ				
CONTINUING, REMAINING		fá:dil	فاضل	(p.)
syn. bá:?i باق				
c.f. fídil فضل				
UNDERSTANDING		fá:him	فاهم	(p.)
c.f. fíhim فهم				
FEBRUARY		fibrá:yir	فبراير	
syn. ṡubá:t شباط				
OPEN, CONQUER	fataḥa	fátaḥ	فتح	(per.)
	yaftaḥu	yíftaḥ	يفتح	(im.)
	?iftaḥ	?íftaḥ	افتح	(imp.)
ant. ?áfal قفل				
YOUTH	fatan	fáta	فتى	(s.)
	fitya:n	fityá:n	فتيان	(pl.)
syn. ṡá:bb شابّ				

	Formal	Colloquial		
COAL		fáḥm	فحم	(n.)
RELIEF		fárag	فرج	(n.)
BE GLAD, JOYFUL		fíriḥ	فرح	(per.)
		yífraḥ	يفرح	(im.)
ant. ḥizin حزن				
GLAD		farḥá:n (min / bi)	فرحان (من / ب)	(adj.)
ant. zaɛlá:n زعلان				
syn. mabsú:ṭ مبسوط				
HEN	duga:ga(t) دجاجة	fárxa(h)	فرخة	(s.)
	duga:g دجاج	firá:x	فراخ	(pl.)
INDIVIDUAL		fárd	فرد	(s.)
		?afrá:d	افراد	(pl.)
syn. šáxṣ شخص				
(see fá:ris فارس)		fursá:n	فرسان	(pl.)
DUTY, ASSUMPTION		fárḍ	فرض	(s.)
		furú:ḍ	فروض	(pl.)
syn. wá:gib واجب				
HAVE FUN	farfaša	fárfiš	فرفش	(per.)
	yufarfišu	yifárfiš	يفرفش	(im.)
	farfiš	fárfiš	فرفش	(imp.)
syn. ?inbásaṭ انبسط				
DRESS		fustá:n	فستان	(s.)
		fasatí:n	فساتين	(pl.)

f

ف

	Formal		Colloquial		
CLASSROOM, SEASON, ACT (in a play)			fásl	فصل	(s.)
			fusú:l	فصول	(pl.)
syn. sáff صفّ (class)					
SPACE	fada:?		fáda	فضاء	(n.)
SILVER	fidda(t)		fádda(h)	فضّة	(n.)
CONTINUE, REMAIN	baqa	بقى	fídil	فضل	(per.)
	yabqa	يبقى	yífdal	يفضل	(im.)
syn. ?istamárr استمرّ					
PLEASE (as a request)	min fadlika		(min) fádlak	(من) فضلك	
POOR			fa?í:r	فقير	(s.)
			fu?ára	فقراء	(pl.)
ant. gáni غنى					
CHANGE (money)			fákka(h)	فكّة	(n.)
PALESTINE			filistí:n	فلسطين	
CORK			fíll	فلّ	(n.)
MONEY	nuqu:d	نقود	filú:s	فلوس	(n.)
syn. ma:l مال					
BE TRANSIENT, PERISH	fana:		fána	فنى	(per.)
	yafna:		yífna	يفنى	(im.)
	?afni		?ífna	افن	(imp.)

f ف

	Formal	Colloquial		
UNDERSTAND	fahima	fíhim	فهم	(per.)
	yafhamu	yífham	يفهم	(im.)
	?ifham	?ífham	افهم	(imp.)
INTELLIGENCE, UNDERSTANDING		fáhm	فهم	(n.)
syn. ƶaká:? زكاء				
(see fa:?ída فائدة)		fawá:yid	فوايد	(pl.)
ABOVE, OVER	fawqa	fó:ʔ	فوق	(prep.)
ant. táḥt تحت				
IN, AT, ON		fi	فى	(prep.)
ELEPHANT		fí:l	فيل	(s.)
		?afyá:l	افيال	(pl.)
WHERE?	?ayna اين	fé:n	فين	(q.)

ʔ, q - ق

	Formal	Colloquial		
MEET	qa:bala	ʔá:bil	قابل	(per.)
	yuqa:bilu	yiʔá:bil	يقابل	(im.)
	qa:bil	ʔá:bil	قابل	(imp.)
SAY	qa:la	ʔá:l	قال	(per.)
	yaqu:lu	yiʔú:l	يقول	(im.)
	qul	ʔú:l	قل	(imp.)
LAW		qa:nú:n	قانون	(s.)
		qawa:ní:n	قوانين	(pl.)

ʔ$_{r}$ q

ق

	Formal		Colloquial		
BEFORE			ʔábl	قبل	(prep.)
			ʔabl^{ə}ma	قبلما / قبل ما	(con.)
ant. báɛd بعد					
AS MUCH, OF EQUAL SIZE	miθl	مثل	ʔádd	قدّ	
IN FRONT OF			ʔuddá:m	قدّام	(prep.)
ant. wára وراء					
ANCIENT, OLD (things)	qadi:m		ʔadí:m	قديم	(adj.)
ant. gidí:d جديد					
READ	qaraʔa		ʔára	قرأ	(per.)
	yaqraʔu		yíʔra	يقرأ	(im.)
	ʔiqraʔ		ʔíʔra	اقرأ	(imp.)
THE KORAN			ʔalqurʔá:n	القرآن	
PIASTER	qirš		ʔírš	قرش (ح١)	(s.)
	quru:š		ʔurú:š	قروش	(pl.)
syn. sá:g صاغ					
NEAR	qari:b		ʔarí:b /	قريب	
			ʔuráyyib (min)	(من)	
ant. biɛí:d بعيد					
RELATIVE	qari:b		ʔarí:b	قريب	(s.)
	ʔaqa:rib	اقارب	ʔará:yib	قرايب	(pl.)
VILLAGE	qarya(t)		qárya(h)	قرية	(s.)
	quran		qúra	قرى	(pl.)

ʔ, q

ق

	Formal	Colloquial		
SECTION, DEPARTMENT	qism	ʔísm / qísm	قسم	(s.)
	?aqsa:m	?aqsá:m	اقسام	(pl.)
SHORT	qasi:r	ʔusáyyar	قصير	
ant. ṭawí:l طويل				
ROD	qadi:b	ʔadí:b	قضيب	(s.)
	qudba:n	ʔudbá:n	قضبان	(pl.)
TRAIN	qita:r قطار	ʔátr	قطر	
HEART	qalb	ʔálb	قلب	(s.)
	qulu:b	ʔulú:b	قلوب	(pl.)
PENCIL, PEN	qalam	ʔálam	قلم	(s.)
	?aqla:m	?iʔlá:m	اقلام	(pl.)
CONTENT	qanaعa(t)	qaná:عa(h) / ʔaná:عa(h)	قناعة	
CONSUL	qunsul	ʔúnsul	قنصل	(s.)
	qana:sil	ʔaná:sil	قناصل	(pl.)
CONSULATE	qunsuliyya(t)	ʔunsulíyya(h)	قنصليّة	(n.)
COFFEE, CAFE (F.)	maqha مقهى	ʔáhwa(h)	قهوة	(s.)
	maqa:hin مقاه	ʔahá:wi	قهاوى	(pl.)
(see qá:l قال)		ʔú:l	قول	

k

ك

	Formal		Colloquial		
HOW MUCH, HOW MANY?	kam	كم	ká:m	كام	
PERFECT, COMPLETE			ká:mil	كامل	(adj.)
ant. ná:ʡis ناقص					
WAS (to be)	ka:na		ká:n	كان	(per.)
	yaku:nu		yikú:n	يكون	(im.)
	kun		kú:n	كن	(imp.)
GROW UP, BECOME BIGGER	kabura		kíbir	كبر	(per.)
	yakburu		yíkbar	يكبر	(im.)
			?íkbar	اكبر	(imp.)
ant. sígir صغر					
BIG, GREAT, OLD (people)	kabi:r		kibí:r	كبير	(s.)
	kiba:r		kubá:r	كبار	(pl.)
ant. sugáyyar صغير					
BOOK			kitá:b	كتاب	(s.)
			kútub	كتب	(pl.)
WRITE	kataba		kátab	كتب	(per.)
	yaktubu		yíktib	يكتب	(im.)
	?uktub		?íktib	اكتب	(imp.)
MAKE (SOMEONE) WRITE (II)	kattaba		káttib	كتّب	(per.)
	yukattibu		yikáttib	يكتّب	(im.)
	kattib		káttib	كتّب	(imp.)
MANY, MUCH	kaθi:r		kiŧí:r	كثير	(s.)
	kiθa:r		kuŧá:r	كثار	(pl.)

k

ك

	Formal	Colloquial		
BALL		kó:ra(h)	كرة	(s.)
		kúwar	كور	(pl.)
REPEAT	karra	kárr	كرّ	(per.)
	yakurru	yikúrr	يكرّ	(im.)
	kurr	kúrr	كرّ	(imp.)
syn. kárrar كرّر				
NOTEBOOK		karrá:sa(h)	كرّاسة	(n.)
syn. dáftar دفتر				
CHAIR		kúrsi	كرسى	(s.)
		kará:si	كراسى	(pl.)
BREAK	kasara	kásar	كسر	(per.)
	yaksaru	yíksar	يكسر	(im.)
	?iksar	?íksar	اكسر	(imp.)
BREAK INTO BITS (II)	kassara	kássar	كسّر	(per.)
	yukassiru	yikássar	يكسّر	(im.)
	kassir	kássar	كسّر	(imp.)
DOG		kálb	كلب	(s.)
		kilá:b	كلاب	(pl.)
BE TIRED	kalla	káll	كلّ	(per.)
	yakillu	yikíll	يكلّ	(im.)
syn. tíعib تعب				
EACH, EVERY, ALL		kúll	كلّ	
syn. gamí:ع جميع				

k ك

	Formal		Colloquial		
WORD	kalima(t)		kílma(h)	كلمة	(s.)
(SPEECH - pl.)	kala:m		kalá:m	كلام	(pl.)
COLLEGE			kullíyya(h)	كلّية	(n.)
PERFECTION			kamá:l	كمال	(n.)
ant. ná?s نقص					
TREASURE			kánz / kínz	كنز	(s.)
			kunú:z	كنوز	(pl.)
CHURCH	kani:sa(t)		kiní:sa(h)	كنيسة	(n.)
FURNACE			kú:r	كور	(s.)
			?akwá:r	اكوار	(pl.)
syn. fúrn فرن					
FINE, GOOD	ħasan	حسن	kuwáyyis	كويّس	(adj.)
ant. wíħiš وحش					
KILOMETER			ki:lúmitr /	كيلومتر	(n.)
syn. ki:lu كيلو					

l - ل

	Formal		Colloquial		
NO			la	لا	(neg. article)
MUST, NECESSARY	la:budda	لا بدّ	lá:zim	لازم	(adj.)
syn. darú:ri ضروری					
BECAUSE			li?ánn	لأن	(con.)

l ل

	Formal	Colloquial		
WEAR, PUT ON	labisa	líbis	لبس	(per.)
	yalbasu	yílbis	يلبس	(im.)
	?ilbis	?ílbis	البس	(imp.)
ant. xálaع خلع				
MILK		lában	لبن	(s.)
		?albá:n	البان	(pl.)
syn. ħalí:b حليب				
LEBANON	lubna:n	libná:n	لبنان	
STILL, NOT YET	la:za:l لا زال	líssa(h)	لسّه	(adv.)
THIEF, ROBBER		líss	لصّ	(s.)
		lusú:s	لصوص	(pl.)
syn. hará:mi حرامى				
FIND	laqiya	lá?a	لقى	(per.)
	yalqa	yíl?a	يلقى	(im.)
		?íl?a	الق	(imp.)
syn. wágad وجد				
BUT	wala:kin	lá:kin / walá:kin	لكن ولكن	(con.)
LAMP	misba:ħ مصباح	lámba(h)	لمبة	(s.)
	masa:bi:ħ مصابيح			(pl.)
WHEN		lámma	لمّا	(con.)
IF		láw	لو	(con.)
syn. ?íz̸a ازا				
?in ان				

m ل

	Formal		Colloquial		
HOTEL	funduq	فندق	lukánda(h)	لوكاندة	(s.)
	fana:diq	فنادق			(pl.)
COLOR	lawn		ló:n	لون	(s.)
	?alwa:n		?alwá:n	الوان	(pl.)
NIGHT	layla(t)/		lé:la(h) /	ليلة	(s.)
	layl		lé:l	ليل	(coll. n.)
	laya:lin		layá:li /	ليال	(pl.)
			?illayá:li	الليالى	
ant. naha:r نهار					

m - م

	Formal		Colloquial		
SLOW (watches, clocks)	muta?axxir	متأخر	mi?áxxar	مأخر	
ant. mi?áddim مقدّم					
DIE	ma:ta		má:t	مات	(per.)
	yamu:tu		yimú:t	يموت	(im.)
	mut		mú:t	مت	(imp.)
ant. εá:š عاش					
MARCH			má:ris	مارس	
syn. ?a:dá:r آذار					
WALKING	ma:šin		má:ši	ماشى	(p.)
c.f. míši مشى					
MONEY, WEALTH			má:l	مال	(s.)
			?amwá:l	اموال	(pl.)
syn. filú:s فلوس					

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	Formal		Colloquial		
HE DOESN'T HAVE	laysa	ليس	malú:š	مالوش	
	lahu	له	[miš + lu(h)]		
MAY			má:yu	مايو	
syn. ?ayá:r ايار					
BLESSED			mubá:rak	مبارك	(adj.)
CONGRATULATIONS!, BLESSED			mabrú:k	مبروك	(adj.)
HAPPY, JOYFUL	masru:r	مسرور	mabsú:t (min)	مبسوط (من)	
ant. zaɛlá:n زعلان					
MUSEUM			máthaf	متحف	(s.)
			matá:hif	متاحف	(pl.)
syn. ?antikxá:na(h) انتكخانة					
THANKS			mutašákkir	متشكّر	(adj., m.s.)
syn. šúkran شكرًا					
(see ?ímta امتى)	mata:			متى	(q.)
PROVERB	maθal		másal	مثل	(s.)
	?amθa:l		?amsá:l	امثال	(pl.)
MAGAZINE	magalla(t)		migálla(h)	مجلّة	(n.)
LECTURE	muha:dara(t)		muhádra(h)	محاضرة	(n.)
ENVIED			mahsú:d	محسود	(adj.)

	Formal	Colloquial		
REAPED		mahsú:d	محصود	(adj.)
STATION, STOP		mahátta(h)	محطّة	(n.)
MADAM, MRS.		madá:m	مدام	
syn. ?assayyída(h) السّيّدة				
TEACHER		mudárris	مدرّس	(n. , m.)
syn. ?ustá:z̸ استاذ muعállim معلّم				
SCHOOL		madrása(h)	مدرسة	(s.)
		madá:ris	مدارس	(pl.)
BOAT, SHIP	markab	márkib	مركب	(s.)
	mara:kib	mará:kib	مراكب	(pl.)
syn. safí:na(h) سفينة				
EVENING		masá:? / misa:?	مساء	
ant. sabá:h صباح				
TRAVELER		musá:fir	مسافر	(n.)
DISTANCE		masá:fa(h)	مسافة	(n.)
syn. búعd بعد				
PLAY		masrahíyya(h)	مسرحيّة	(n.)
syn. riwa:ya(h) رواية				
PLEASURE		masárra(h)	مسرّة	(n.)
syn. láz̸z̸a(h) لذّة				

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	Formal		Colloquial		
PLEASED			masrú:r	مسرور	(adj.)
ant. ʒaعlá:n زعلان			(min)		
NEGATIVE ARTICLE	ma:	ما	miš / m ... š muš	مش موش	
WALK, GO OUT	maša:		míši	مشى	(per.)
	yamši:		yímši	يمشى	(im.)
	?imši		?ímši	امش	(imp.)
syn. x̲ár̲ag خرج					
EGYPT	m̲is̲r		m̲ás̲r	مصر	
BUNDLED			mas̲rú:r̲	مصرور	(adj.)
EXACT	m̲ad̲bu:t̲		m̲az̲bú:t̲	مظبوط	(adj.)
syn. tamá:m تمام					
AIRPORT			m̲at̲á:r	مطار	
WITH			máعa	مع	(prep.)
syn. wáyya ويّا					
I DO NOT KNOW			m̲aعr̲áfš [m ... š + ?̲áعr̲af]	معرفش	
KEY	mifta:ħ		muftá:ħ	مفتاح	(s.)
	mafa:ti:ħ		mafa:tí:ħ	مفاتيح	(pl.)
(see fád̲lak فضلك)			minf̲ád̲lak	من فضلك	

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	Formal		Colloquial		
HAVING FUN	masru:r	مسرور	mifárfiš	مفرفش	(adj.)
ant. ħazí:n حزين					
syn. m̲ab̲su:t̲					
THERE IS NOT / ARE NOT	laysa (huna:ka)	ليس هناك	mafí:š	مفيش	
ant. fí:(h) فيه					
DESK, OFFICE			máktab maká:tib	مكتب مكاتب	(s.) (pl.)
BECOME BORED	malla yamallu		máll yimíll	ملّ يملّ	(per.) (im.)
syn. zíhi? زهق					
POSSIBLE			múmkin	ممكن	(adj.)
ant. miš مش múmkin ممكن					
FROM			min	من	(prep.)
FROM WHERE	min ?ayna	من اين	miné:n	منين	
BELIEVER			mú?min	مؤمن	(n.)
DEATH	mawt		mó:t	موت	(n.)
ant. ħayá:(h) حياة					
HUNDRED	mi?a(t)	مئة / مائة	míyya(h)	مية (١٠٠)	
SQUARE (place)			maydá:n mayadí:n	ميدان ميادين	(s.) (pl.)

n **ن**

	Formal		Colloquial		
BIRTHDAY, TIME OF BIRTH			(عi:d) milá:d	(عيد) ميلاد	(n.)
WHO? WHOM? WHOSE?	man	من	mí:n	مين	(q.)

n - ن

	Formal		Colloquial		
GOING DOWN	na:zil		ná:zil	نازل	(p., m.)
	na:zila(t)		názla(h)	نازلة	(f.)
PEOPLE			ná:s	ناس	(pl.)
CORNER	na:siya(t)		násya(h)	ناصية	(s.)
	nawa:sin	نواص	nawá:si		(pl.)
SLEEP	na:ma		ná:m	نام	(per.)
	yana:mu		yiná:m	ينام	(im.)
	nam		ná:m	نم	(imp.)
ant. síḥi صحى					
BEE			náḥla(h)	نحلة	(s.)
			náḥl	نحل	(pl., c.n.)
(see ?íḥna احنا)	naḥnu			نحن	
PALM TREE			náxla(h)	نخلة	(s.)
			náxl	نخل	(pl., c.n.)
GO DOWN	nazala		nízil	نزل	(per.)
	yanzilu		yínzil	ينزل	(im.)
	?inzil		?ínzil	انزل	(imp.)
ant. tíliع طلع					

n ن

	Formal		Colloquial		
ONE-HALF	nisf	نصف	núss	نص (١/٢)	(s.)
	?ansa:f	انصاف	?insá:s	انصاص	(pl.)
SHOE, SOLE			náʕl	نعل	(s.)
			niʕá:l	نعال	(pl.)
c.f. gazma(h) جزمة					
SAME, PERSON			náfs	نفس	(s.)
			?anfus	انفس	(pl.)
MOVING	naql		ná?l	نقل	(n.)
DAY			nahá:r	نهار	
ant. lé:l ليل					
LIGHT (n.)			nú:r	نور	(s.)
			?anwá:r	انوار	(pl.)
ant. zúlma(h) ظلمة					
NOVEMBER			nufímbir	نوفمبر	
syn. tašrí:n تشرين ?iŧŧá:ni التّانى					
SLEEP	nawm		nó:m	نوم	(n.)

h - هـ

IMPORTANT			há:mm	هامّ	(adj.)
syn. muhímm مهمّ					
BLOW	habba		hább	هبّ	(per.)
	yahibbu		yihíbb	يهبّ	(im.)
	hubb		híbb	هبّ	(imp.)

h

ه

	Formal	Colloquial		
GIFT	hadiyya(t)	hidíyya(h)	هديّة	(s.)
		hadá:ya	هدايا	(pl.)
PYRAMID		háram	هرم	(s.)
		?ahrá:m	اهرام	(pl.)
YES / NO QUESTION WORD		hál	هل	
THEY	hum (m.) hunna (f.) هنّ	húmma	هم	
WORRY, TROUBLE		hámm	همّ	(s.)
		humú:m	هموم	(pl.)
HERE - THERE	huna:	hína	هنا	(adv.)
	nuna:ka	hiná:k	هناك	
MAY IT GIVE YOU MUCH JOY	hani:?an	haníyyan	هنيئًا	(adv.)
HE, IT	huwa	húwwa	هو	(3.m.s.)
SHE, IT	hiya	híyya	هى	(3.f.s.)

w - و

AND	wa	wi / wa / wu	و	(con.)
ONE, SOMEONE		wá:ħid	واحد	
TAKING c.f. ?axađ اخذ	?a:xid آخذ	wá:xiđ	واخذ	(p.)

w و

	Formal		Colloquial		
FALLEN	wa:qiع		wá:ʔiع	واقـع	(adj.)
ACTUAL, REALISTIC			wa:qíعi	واقـعى	(adj.)
AND OTHER THINGS			waxilá:fu(h)	وخلافه	
EAR	?uđun	اذن	wídn	ودن	(s.)
	?a:đa:n	اذان	widá:n	ودان	(pl.)
TAKE SOMEONE SOMEWHERE	?axađa	اخذ	wádda	ودّى	(per.)
	ya?xuđu	يأخذ	yiwáddi	يـودّى	(im.)
	xuđ	خـذ	wáddi	ودّى	(imp.)
syn. wással وصّـل					
BEHIND	wara:?		wára	وراء	(prep.)
ant. ʔuddá:m قـدّام					
syn. xálf خلف					
SHEET OF PAPER, LEAF	waraqa(t)		wáraʔa(h)	ورقة	(s.)
	waraq /		wáraʔ	ورق	(pl., n.c.)
	?awra:q		?awrá:ʔ	اوراق	(pl.)
ARRIVE	wasala		wásal	وصـل	(per.)
	yasilu	يـصل	yíwsal	يوصل	(im.)
	sil	صـل	?íwsal	اوصـل	(imp.)
TAKE SOMEONE SOMEWHERE	wassala		wással	وصّـل	(per.)
	yuwassilu		yiwással	يوصّـل	(im.)
	wassal		wással	وصّـل	(imp.)
syn. wadda ودّى					

w　　　　و

	Formal		Colloquial		
PROMISE (v.)	waɛada		wáɛad	وعد	(per.)
	yaɛidu	يعد	yíwɛid	يوعد	(im.)
	ɛid	عد	?íwɛid	اوعد	(imp.)
PROMISE (n.)			wáɛd	وعد	(s.)
			wuɛú:d	وعود	(pl.)
PREACH	waɛad̲a		wáɛaz̲	وعظ	(per.)
	yaɛid̲u		yíwɛiz̲	يعظ	(im.)
	ɛid̲		?íwɛiz̲	عظ	(imp.)
TIME	waqt		wáʔt	وقت	(s.)
	?awq̲a:t		?awʔá:t	اوقات	(pl.)
syn. záman زمن					
STAND, STOP	waqafa		wíʔif	وقف	(per.)
	yaqifu		yúʔaf	يقف	(im.)
	qif		?úʔaf	قف	(imp.)
NOR			wála	ولا	
OR	wa (?i)lla	والاّ	wálla	ولاّ	
BOY			wálad	ولد	(s.)
			?awlá:d	اولاد	(pl.)
WITH			wáyya:	ويّا	(prep.)

y - ي

(see báss̲ بصّ)	yibúss̲	يبصّ	(im.)

y

ى

Formal	Colloquial		
(see báʡa بقى)	yíbʡa	يبقى	(im.)
(see bá:ع باع)	yibí:ع	يبيع	(im.)
(see ?iḥtá:r احتار)	yiḥtá:r	يحتار	(im.)
(see ḥámmil حمّل)	yiḥámmil	يحمّل	(im.)
(see xá:f خاف)	yixá:f	يخاف	(im.)
(see rígiع رجع)	yírgaع	يرجع	(im.)
(see rádd ردّ)	yirúdd	يردّ	(im.)
(see ríkib ركب)	yírkab	يركب	(im.)
(see sá?al سأل)	yís?al	يسأل	(im.)
(see ?istaxábba استخبّى)	yistixábba	يستخبّى	(im.)
(see símiع سمع)	yísmaع	يسمع	(im.)
(see ?ištára اشترى)	yištíri	يشترى	(im.)
(see šáyyil شيّل)	yišáyyil	يشيّل	(im.)
(see عírif عرف)	yíعraf	يعرف	(im.)
(see fátaḥ فتح)	yíftaḥ	يفتح	(im.)
(see fíriḥ فرح)	yífraḥ	يفرح	(im.)

y

ى

	Formal	Colloquial		
(see fíd̲il فضل)		yífd̲al	يفضل	(im.)
(see ?á:bil قابل)		yi?á:bil	يقابل	(im.)
(see kátab كتب)		yíktib	يكتب	(im.)
(see lá?a لقى)		yíl?a	يلقى	(im.)
(see míši مشى)		yímši	يمشى	(im.)
RIGHT (direction, hand) ant. šimá:l شمال yasá:r يسار	yami:n	yimí:n	يمين	(n.)
JANUARY syn. ka:nú:n كانون ?iŧŧá:ni الثّانى		yaná:yir	يناير	
(see ?inb̲ás̲at̲ انبسط)		yinb̲ás̲at̲	ينبسط	(im.)
(see nízil نزل)		yínzil	ينزل	(im.)
(see wáعaz̲ وعظ)		yíwعiz̲	يوعظ	(im.)
JULY syn. tamú:z تموز		yúlyu / yúlya(h)	يوليو يولية	
DAY	yawm ?ayya:m	yó:m ?ayyá:m	يوم ايّام	(s.) (pl.)
JUNE syn. ħuzayr̲á:n حزيران		yúnyu / yúnya(h)	يونيو يونية	